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ABSTRACT

This packet offers information about NIE (Newspaper in Education) credit-granting courses and workshops (some of them cooperative press/school ventures) on the use of newspapers in instructional programs. The packet is in four major sections, containing: (1) case studies of two exceptional programs at the University of Wisconsin-Madison and at Evergreen State College; (2) the 1989 survey report of NIE credit-granting courses and workshops; (3) a files catalog; and (4) selected examples (including memos, checklists, course objectives and outlines, and course materials) from the ANPA Foundation files catalog. (SR)

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NIE CREDIT-GRANTING COURSES AND WORKSHOPS INFORMATION PACKET

- Case Studies

  University of Wisconsin-Madison
  Evergreen State College, Olympia, WA

- 1989 Survey Report of NIE Credit-Granting Courses and Workshops

- Files Catalog

- Selected examples from ANPA Foundation Files Catalog

Compiled by ANPA Foundation

December 1990

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INTERVIEWS

The following list includes names of individuals who were interviewed or asked to submit information for use in preparation of the case studies of NIE courses at The University of Wisconsin--Madison and The Evergreen State College, Olympia, Washington.

Agnello, Evonne. Pacific Northwest Newpaper Association, Tacoma, Washington.
Baer, Tedi. Independent Consultant. Santa Fe, New Mexico.
Cook, Marshall J. Professor. University of Wisconsin--Madison.
Conrad, Paul. Allied Newspaper Association (retired).
DeRoche, Edward F. University of San Diego.
Foutz, Shirley. Richmond Newspapers and Longwood College, Virginia.
Guenther, John. University of Kansas, Lawrence, Kansas.
Haefner, John. University of Iowa (retired).
Hanson, Larry. The Herald, Everett, Wa.
Hines, Judith D. ANPA Foundation (retired).
Kendall, Stuart. The Milwaukee Journal and Sentinel.
Kilcrease, M. J. The Olympian, Olympia, Washington.
Lindsley, Cathy. The Daily News, Longview, Washington.
Lindner, Joy. Independent Consultant. Tigard, Oregon.
Macdonald, Stewart. ANPA Foundation (retired).
Marshall, Jeff. Pacific Northwest Newspaper Association.
Olson, Marilyn. Lane Education Services District, Eugene, Oregon.
Ross, Bob. Port Angeles School District, Washington (retired).
Schwartz, Harold A. International Circulation Managers Association and Milwaukee Journal and Sentinel (retired).
Schakelford, Hope. Independent Consultant. Wichita, Kansas.
Stark, G. Rosalind. ANPA Foundation.
Tottingham, Robert L. University of Wisconsin--Madison (retired).
West, Ann. Independent Consultant. Overland Park, Kansas.
Williams, Patsy. Los Angeles Times.
Yorgason, LeRoy J. Wisconsin Newspaper Association, Madison

Special thanks to Evonne Agnello and Joy Lindner for their assistance.

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MEMO TO: Respondent: NIE Credit-Granting Courses and Workshops Information Packet

FROM: Betty Sullivan, ANPA Foundation BLS

DATE: December 1990

RE: Information Packet Contents

We are pleased to report that over 200 requests for the enclosed information packet were received from newspaper personnel, educators and university instructors, literacy program administrators and state newspaper association managers.

ANPA Foundation has conducted surveys for over fifteen years to learn about the credit-granting courses and workshops on the use of newspapers in instructional programs. Based on our observations, a good rule of thumb characterization of the frequency of these courses and workshops during the past decade is that between 75 and 100 are conducted annually, many of them during the summer months. The NIE courses and workshops are usually co-sponsored, administered and conducted by local newspapers and colleges or universities located within their circulation areas throughout the United States.

The NIE credit-granting courses and workshops are generally considered to provide the most in-depth opportunities for educators, literacy program personnel and newspaper representatives to participate in carefully planned sessions on issues and topics related to cooperative press and school programs.

Among the most exceptional examples are those which include the support and involvement of a state or regional newspaper association. You will note that the two selected for study (University of Wisconsin and Evergreen State College) are, in fact, sponsored by more than one newspaper with coordination by the state or regional newspaper association (Wisconsin Newspaper Association and Pacific Northwest Newspaper Association).

UNIVERSITY OF WISCONSIN -- MADISON

Context Overview

Perhaps most widely known for excellence in dairy and farm products, the State of Wisconsin upholds long-standing traditions in both higher education and in the newspaper business. Established early in 1848 by the Legislature under provisions of the State Constitution, the University of Wisconsin, Madison, is recognized as a leading institution of higher education.

In its dual role as the state's capitol city and the home of the university, Madison, Wisconsin is known by its natives as "several square miles surrounded by reality." The town center and university campus are located in the south-central region of the state on an isthmus between Lake Mendota and Lake Monona. The American Indian tribes who were the area's original inhabitants called the region "land of four lakes," including in their count nearby Lake Waubesa and Lake Kegonsa along with Mendota and Monona. The governmental unit of the area is known today as Dane County.

On the university campus' northeastern side at the intersection of Park Street and University Avenue is the Vilas Communication Hall, housing the departments of Mass Communications, Journalism, and Theater in addition to the studios of WHA radio and television. It is on the classroom levels of Vilas Hall that the class meetings of the annual "Press and School Curriculum" course are held.

Origins of the Course

The impetus for an accredited course on the use of newspapers for instruction for educators in the State of Wisconsin must be attributed to Harold A. Schwartz, vice president of circulation, The Milwaukee Journal. It is possible that the thought of establishing a cooperative press and school program in Wisconsin first occurred to Schwartz after he learned from a member of his staff that a young professor, Edward F. DeRoche, of the School of Education of Marquette University, was introducing teachers to the idea that newspapers might be used for instruction. In addition, Schwartz learned of the work of C. K. Jefferson of The Des Moines Register and John Haefner of the University of Iowa. Inspired by these examples, Schwartz sought to establish a similar effort in Wisconsin.

After discussing the concept for an accredited course on the use of newspapers for instruction with his friend and colleague Lawrence Friedrich, S.J., Dean of the School of Education at Marquette University, Schwartz sought and received the support of Robert L. Tottingham of the University of Wisconsin, Madison. Administered initially through the University Extension Services Department, the first course was held in 1967 on the campus in Madison under the direction of Professor Victor Wanty of Towson State University in Maryland.

In addition to teachers from throughout the state who registered for the course during it's first year, the course was attended by DeRoche from Marquette. After attending as a participant observer in 1967, DeRoche returned the following year to serve as the instructor and co-director for the course in cooperation with Tottingham. Since 1968, DeRoche and Tottingham, along with Stuart Kendall of the Milwaukee Journal and Sentinel, have fulfilled the administrative and programmatic planning functions for the course.

Since 1979, when he relocated to become Dean of the School of Education at the University of San Diego, DeRoche has traveled back to Wisconsin annually for the NIE course. John Guenther of the University of Kansas served as instructor for the 1990 course; Shirley Foutz of the Richmond (Va.) Newpapers, is scheduled to serve as instructor for the course in DeRoche's absence during 1991.

Educator Recruitment

In establishing the annual course, an initial concern of Harold Schwartz was the need for a mechanism to identify educators who would be interested in attending and receiving credit for the course at the University of Wisconsin and who would also be willing to work with newspaper personnel and educators to develop Newspaper in Education programs in their local areas. To this end, Schwartz and his colleagues sought support from many Wisconsin newspapers. He and members of his staff traveled throughout the state to meet with publishers and circulation department executives asking that they help to select "turn key" teachers and contribute scholarships to cover their fees for the course. Among newspapers forthcoming with support were the Wisconsin State Journal of Madison, the Green Bay Press-Gazette, Oshkosh Northwestern, The Reporter of Fond du Lac, the Daily Tribune of Wisconsin Rapids and The Milwaukee Journal and Milwaukee Sentinel.

In addition to involving newspapers in the recruitment of educators from their areas, Schwartz and DeRoche contacted education-related organizations within the state. Presentations were made at conferences and meetings of education groups, including the Wisconsin Education Association, Wisconsin State Reading Association, Wisconsin Council of Teachers of English, Wisconsin Council of the Social Studies, as well as the associations of Catholic and Lutheran educators.

Role of the State Newspaper Association

The final link in the system of statewide support for the Newspaper in Education program fell into place in 1978 with the active involvement of the Wisconsin Newspaper Association. In addition to the establishment of a standing state committee on Newspaper in Education within the committee structure of the association, WNA has provided support by including publications announcements about the annual course to insure the awareness among publishers of the need to continue scholarships for educators from schools and other educational institutions located within their circulation areas. Staff members of the state newspaper association also have distributed information and publications and served as guest speakers for the course so that educators will have the opportunity to learn about the purposes and functions of the state's newspaper organization as well as the newspaper industry.

Course Content and Requirements

Journalism/Education 380, "The Press in the School Curriculum," is offered for three graduate credits in either the School of Journalism or the School of Education. The course is a cooperative venture of the College of Journalism and the School of Education at the University of Wisconsin--Madison. Included in the statement of purpose section of the course outline, the primary goal of the course is to encourage the use of newspapers in the teaching and learning process. In addition, the course is offered to educate teachers about the need for understanding the free press in a democratic society and to prepare teachers to communicate this to their students.

Stated objectives for course participants to achieve are the following:

1. Recognize the importance of using the newspaper as a classroom resource.
2. Identify various uses of the newspaper in the classroom.
3. Develop a series of newspaper-based activities for classroom use.
4. Design a plan for implementing a Newspaper in Education program.

In addition to the course objectives above, the course outline recognized by the University of Wisconsin School of Education includes a statement of the major purpose of The Press in the School Curriculum:

This program is designed to assist teachers to respond to Bruno Bettelheim's plea to grant learners their fundamental right to learn about the real world; to support John Goodlad's belief that 'good problems make for good curriculum;' and to develop lessons, units, and strategies that support Louis Rubin's directive that 'we must have a curriculum...which is more commensurate with the actual problems in the (learners) own world.'

Program content for the course has included sessions conducted by the instructor of record and a series of guest presentations with content emphasis on topics from both journalism and education. Journalism-related topics have included freedom of the press, contents of a newspaper, newspaper industry issues at the state and national levels, electronic journalism, political and editorial cartooning, and the community newspaper.

As to education-related topics, a strong emphasis has been placed on the design of teaching strategies using the newspaper at the pre-school through secondary levels. Areas of the curriculum addressed have included language arts, reading and vocabulary, literature, English, social studies, geography, history, political science, math, science, health, safety, business education, exceptional education, career education, values clarification, foreign language, critical thinking skills, religion, home economics, industrial arts, drivers' education, physical education and recreation, and art.

Noted guest speakers for the course have included Herbert J. Grover, state superintendent, Wisconsin Department of Public Instruction; John Haefner, professor of education, University of Iowa; Judith Hines, executive vice president, ANPA Foundation; Sharon Murphy, dean, Communication, Journalism and Performing Arts College, Marquette University; George Reedy, presidential press secretary to Lyndon Johnson; and Linda Riekes, director of law and education project, St. Louis Public Schools.

Journalism-related topics have included freedom of the press, exploring newspapers, the newspaper industy of the state and the nation, electronic journalism, political and editorial cartooning.

In addition to attending class meetings, the following requirements must be completed by participants to obtain course credit:

1. Participate fully in all class activities (complete assignment on specified dates).
2. Satisfactorily complete all activity sheets specified by the class instructor (including all other program forms distributed in class.)
3. Satisfactorily complete a 1-2 page plan describing how you will implement your Newspaper in Education program.
4. Design and present an NIE activity to the class.

Analysis

It is significant that the accredited course on the use of newspapers for instruction held at the University of Wisconsin is one of the longest-standing among those held annually as cooperative programs of colleges or universities and newspapers. In addition to longevity, the following factors may be considered as features of the course contributing to its success:

- o continuity over time of support for the course from key personnel including educators (DeRoche, Tottingham) and newspaper executives (Schwartz, Kendall, Yorgason) who

have established clear procedures and role relations in working with each other and with course participants, university personnel, and newspaper executives and staff

- o selection of course instructor at the doctoral level (DeRoche, Guenther, Foutz)
- o development of course rationale and schedule to reflect recommendations and philosophies of recognized authorities in education and curriculum design as well as press freedom and journalism ethics
- o selection of noted guest speakers from both the newspaper business and the field of education (Marquette school of journalism dean, state superintendent of education, former presidential press secretary, ANPA Foundation representatives)
- o state newspaper association involvement insuring statewide participation among educators and newspaper personnel
- o involvement of state education association leaders as guest speakers (Wisconsin Reading Council)
- o sponsorship of scholarships for educators by newspapers to cover costs of expenses and registration fees
- o cross-accreditation of course by university schools of education and journalism
- o selection of site for the course in an academic setting conducive to study and reflection; reinforcement of interdisciplinary nature of the course through use of classroom located in the university building housing the departments of mass communiction, journalism, and university radio and television studios.

Results

Results of the course include:

- o providing a teacher education opportunity for in-depth study of cooperative press and school program concepts for Wisconsin educators
- o awareness of Newspaper in Education among educators and newspaper personnel
- o credibility for the use of primary documents as texts in instructional settings
- o recognition for achievements of Wisconsin educators and newspaper personnel among colleagues in education and the newspaper business throughout North America.

NOTE: An additional section to this case study will be available in May, 1991. If you are interested in receiving a copy, please notify Betty Sullivan, ANPA Foundation.

PLEASE POST OR CIRCULATE TO STAFF

NEWSPAPER N EDUCATION

TWO-GRADUATE CREDIT COURSE

in Education or Journalism

(or six Continuing Education Units)

The Press in the School Curriculum

June 15-26, 1987 at the

UNIVERSITY OF WISCONSIN—MADISON

This graduate course is sponsored by the University of Wisconsin-Madison Schools of Education and Journalism-Mass Communication, the Wisconsin Newspaper in Education Committee and the Wisconsin Newspaper Association.

Its instructors are authorities in the field of newspapers and education:

Edward DeRoche, Ph. D., is Dean of the School of Education at the University of San Diego. Prior to becoming dean in 1979, he was a professor of education at Marquette University, Milwaukee, and both a teacher and a principal at the elementary and junior high levels. He has written several books, including Project Update, which describes the use of the newspaper in the elementary and junior high school curricula. He is a nationally known lecturer and consultant in the field of Newspaper in Education.

Professor Robert Tottingham has coordinated and served as an instructor in the NIE UW-Madison graduate course since its creation, under his leadership, in 1967. He has earned national recognition as an outstanding journalism educator. Prior to joining the UW-Extension journalism faculty in 1958, he taught high school journalism in Madison. Now retired from the UW faculty, he conducts several educational projects, including this graduate course.

Stuart Kendall is the Newspaper In Education coordinator for The Milwaukee Journal and Milwaukee Sentinel. He also serves as coordinator for the Wisconsin Newspaper Association NIE Committee. He has served five years as the American Newspaper Publishers Association (ANPA) Foundation NIE Week chairman in Wisconsin, organizing and promoting the annual event through the International Reading Association and the Wisconsin State Reading Association. He also acts as NIE consultant, helping many Midwestern dailies and weeklies with their NIE programs and conducts NIE workshops nationally.

The course fee for the two-week two-graduate credit course is $350. This includes registration, segregated fees, classroom materials plus dormitory housing. The class meets Monday through Friday from 9:00 a.m. to 3:30 p.m.

Scholarships are available! For more information, contact your local newspaper and mail the completed coupon below.

☐ Yes, I'd like more information about the course, procedures to register, etc.

☐ Yes, I'd like more information about how I may receive a two-graduate credit scholarship, sponsored by my local newspaper.

Name _____

Address _____

City _____

State _____ Zip _____

Phone (home) _____ (work) _____

School _____

School address _____

Local newspaper _____

Send to:

Prof. Robert Tottingham
Department of Curriculum & Instruction
UW School of Education
225 North Mills Street
Madison, WI 53706

Wisconsin Newspaper in Education Course
Summer Session 1990

& Instruction
UW School of Education
225 North Mills Street
Madison, WI 53706

CURRICULUM 272 5050

JOURNALISM 512 5050

THE PRESS IN THE SCHOOL CURRICULUM

Two Graduate Credits

PURPOSE

The major purpose of this program is to encourage the use of newspapers in the teaching/learning process.

We encourage the use of newspapers, and use this program to educate teachers, because we concur with Louis Rubin's call for an "education which concerns itself with skills that enable the individual to know, to think, to feel, to induce, and to act."

Another purpose of this program is to educate teachers about the need for an understanding of a free press in a democratic society and to help teachers transfer this purpose to our young citizens.

Finally, this program is designed to assist teachers to respond to Bruno Bettelheim's plea to grant learners their fundamental right to learn about the real world; to support John Goodlad's belief that "good problems make for good curriculum;" and to develop lessons, units, and strategies that support Louis Rubin's directive that "we must have a curriculum ... which is more commensurate with the actual problems in the (learner's) own world."

COURSE OBJECTIVES

1. Recognize the importance of using the newspaper as a classroom resource.
2. Identify the various uses of the newspaper in the classroom.
3. Develop a series of newspaper-based activities for classroom use.
4. Design a plan for implementing your Newspaper in Education program.

COURSE OBJECTIVES

1. Participate fully in all class activities (complete assignment on specified dates).
2. Satisfactorily complete all activity sheets specified by the class instructor (including all other program forms distributed in class).
3. Satisfactorily complete a 1-2 page plan describing how you will implement your Newspaper in Education program.
4. Design and present an NIE activity to the class.

1990 UW-MADISON - NIE COURSE SCHEDULE
VILAS HALL - ROOM 4008

TUESDAY - JUNE 19

9:00 - 9:30 - Goals/Objectives/Assignments
9:30 - 10:15 - Teaching/Learning Strategies
- Dr. John Guenther
10:30 - 11:45 - "The Press - Your Freedom"
- Sharon Murphy, Dean - Communication Journalism and Performing Arts College
- Marquette University
1:00 - 2:15 - T/LS - Dr. Guenther
2:30 - 3:30 - Exploring the Newspaper
- Professor Marshall J. Cook

WEDNESDAY - JUNE 20

9:00 - 10:15 - "Reading, Learning and The Printed Page"
- Doug Vance - International Reading Association State Coordinator
10:30 - 11:45 - T/LS - Dr. Guenther
1:00 - 2:15 - Exploring The Newspaper
- Professor Marshall J. Cook
2:30- 3:30 - Paul Hayes - The Milwaukee Journal WISCONSIN Magazine Writer

THURSDAY - JUNE 21

9:00 - 10:00 - ETN - Professor Marshall J. Cook
10:15 - 11:45 - T/LS - Dr. Guenther
1:00 - 2:15 - Dan Patrinos, Deputy News Editor - Operations, Milwaukee Sentinel
2:30 - 3:30 - Clio Awards Presentation/ Plan and Work on Projects

FRIDAY - JUNE 22

9:00 - 10:15 - "Electronic News Media" - Barry Orton, - Dept. of Communication Programs - Division of University Outreach
10:30 - 11:45 - T/LS - Dr. Guenther
1:00 - 2:30 - Dave Behrendt, Editorial Page Editor - The Milwaukee Journal

MONDAY - JUNE 25

9:00 - 11:00 - Field Trip to Madison Newspapers, Inc.
1:00 - 2:15 - T/LS - Sharon Becker
2:30 - 3:30 - John Powell, Director of News & Public Affa
- WHA Radio/Television

TUESDAY - JUNE 26

9:00 - 10:15 - 6 Project Presentations
10:30 - 11:45 - 5 Project Presentations
1:00 - 2:15 - ETN - Professor Marshall J. Cook
2:30 - 3:30 - T/LS - Dr. Guenther

WEDNESDAY - JUNE 27

9:00 - 10:15 - 6 Project Presentations
10:30 - 11:45 - 5 Project Presentations
1:00 - 2:15 - J. LeRoy Yorgason, Executive Secretary/ Manager - The Wisconsin Newspaper Association
2:30 - 3:30 - "Political & Editorial Cartooning"
- Stu Carlson, Editorial Cartoonist, Milwaukee Sentinel

THURSDAY - JUNE 28

9:00 - 10:15 - 6 Project Presentations
10:30 - 11:30 - 5 Project Presentations
1:00 - 2:15 - Course Evaluation/Summary

Dear Educator:

If you are like most teachers and administrators, you are engaged in a continual search for educationally sound instructional materials. Although many come cross your desk, those you choose must add sparkle to your classrooms and at the same time be appropriate for the students who will be using them.

And, like most educators, you probably apply clearly defined standards when judging whether a given set of materials will be used with your students. Of course, resources you select must mesh with the goals and objectives you are trying to achieve. Other considerations will undoubtedly be whether the materials are accessible, accurate and economical. I would like to suggest that newspapers are the instructional materials you are looking for. The Newspaper in Education program, in existence for more than 30 years, is a national system of cooperation between school districts and local newspapers. Some 600 newspapers — representing 76.5 percent of daily circulation — participate in the NIE program throughout the academic year. Students at all grade levels use the newspaper as a vital part of their daily studies.

NIE programs have several areas of concentration. In one, students learn about the newspaper — how it is put together, what makes news, how to read the newspaper critically, how to separate fact from opinion and the crucial role that a free press plays in our nation's well-being.

Another dimension of NIE has students learn with newspapers. Newspapers become key resources for teaching concepts and skills in all subject areas and at all grade levels.

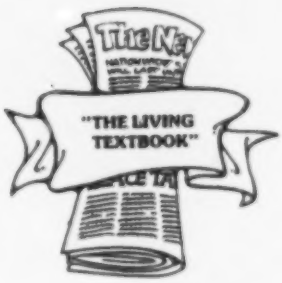
"The Press in the School Curriculum," UW-Madison 2 graduate-credit course allows me to spell out the educational rationales, techniques and procedures for using newspapers in your classroom. I urge consideration of the NIE course for you and the benefits it can generate to your students.

Sincerely,

Ed DeRoche

Edward F. DeRoche
Dean, School of Education
University of San Diego

Dr. Edward F. DeRoche



GRADUATES' COMMENTS FROM THE 1986 CLASS!

- Excellent ideas for teachers of all ages and subjects. Inspirational; exciting!
- It is a well-constructed program. The speakers were interesting and informative. Thank you! We had a great two weeks!
- Ed De Roche was absolutely GREAT! Thanks to him, the class was superb!
- A very exciting, enriching, well-organized and thought-provoking program that covers all educational avenues thoroughly.
- Thanks so very much, Dr. De Roche for your wonderful approach to kids and the learning process. You are a gem! I'd love to take another course under your tutelage or be a teacher in your system. You are an exciting role model for us to try to emulate!

Newspaper In Education

Wisconsin Newspaper In Education Committee
P.O. Box 661
Milwaukee, WI 53201 0661

Please post or circulate to staff

IMPORTANT! The information inside is for teachers looking for an exciting, practical two weeks of graduate credit course work and study at UW-Madison this coming summer. SCHOLARSHIPS ARE AVAILABLE!

Betty L. Sullivan
Manager/Educational Services
ANPA Foundation

EVERGREEN STATE COLLEGE -- OLYMPIA, WASHINGTON

Context Overview

From the lectern at the front of Room L4300, a conference room atop the Evans Library, the view to right and left out floor-to-ceiling glass windows is a horizon rimmed by tops of fir trees. A campus landmark, the Clock Tower, distinguishes the view looking south amidst the trees. Room L4300 is home to the annual Newspaper in Education Seminar held each year in early August.

Down the elevator from the fourth floor conference room and out back to a well-trod footpath, students have a ten minute walk to the shore of Eld Inlet. The Evergreen State College and the state's capitol city, Olympia, are located on the southernmost point of Puget Sound in the state of Washington.

The site of the Evergreen State College's campus, formerly the home to generations of the Squaxin Indians, is a region of hills and lakes with rich flora dominated by Douglas firs. Located in Thurston County, the area in 1990 is home to some 157,000 citizens. State government is the largest employer, followed by the Olympia Brewery.

Founded in 1967 by an act of the 40th Legislature, Evergreen grew out of an idea originating in 1964 among the Council of Presidents that a new college was needed in Washington State. Among the founding trustees of the college a consensus emerged that a central mission of the Evergreen State College would be innovation, and that its programs would be formed after consideration of models from experimental colleges such as Old Westbury in New York, Oberlin in Ohio, New College in Florida, Prescott College in Arizona, Santa Cruz and San Jose State in California, and Oregon State University. It was leaders from these and other experimental programs in higher education who were tapped to become key members of the planning faculty and administration of the new college in Olympia. Elements of the experimental educational programs known by the leaders who helped establish Evergreen, including the interdisciplinary approach, were featured in the curriculum from the outset.

Since 1980, the college has hosted the annual Newspaper in Education Seminar. The tranquility and restfulness of the campus, according to participants and instructors of the 1990 seminar, is a significant feature of the workshop. The tradition of innovation and interdisciplinary studies of the college are considered conducive to the success of the NIE workshop program of study and afterhours social activities.

Origins of the Workshop

An overview of the twenty-three year history of the workshop reveals a multifaceted story of changes and developments in key elements such as the site, accrediting agency, length of the course, and roles of the individuals responsible for administration, management and instruction. The original concept for an annual workshop for educators in the western region of Washington State grew out of a meeting of newspaper industry leaders who represented both daily and weekly newspapers. Among those attending were Ed Pratt, Seattle Post-Intelligencer; Tom Bryan, Seattle Times; Dinwiddie Fuhrmeister, Tacoma Morning News Tribune, and Chuck Morgan, Kirkland Eastside Journal. Working together under the auspices of the regional and state newspaper associations, Allied Daily Newspaper Association and Washington Newspaper Publishers Association, these men are jointly cited for their contributions to the initial establishment of the workshop.

The initial site for the Newspaper in Education Seminar, as the workshop became known, was the campus of the University of Washington in Seattle. After holding the

seminar for two years in a classroom of the university, the workshop planning committee decided that a more isolated site in a non-urban center area should be identified. Thus, in 1970 the location for the workshop was changed to Providence Heights Center, a convent located just outside of Issaquah, Washington. In 1979 after the Providence Heights Center was sold, an Episcopal facility, St. Thomas' Seminary, near the town of Kirkland was used; and in 1980, the workshop was moved to the campus of Evergreen State College near Olympia.

With respect to accreditation, the workshop was offered as a non-credit seminar in 1968 and 1969. In 1970, Central Washington University in Ellensburg agreed to serve as the accrediting agency. In 1979, the Seattle Pacific University approved an application for accreditation of the workshop. Since that year, Seattle Pacific University has continued as the accrediting agency for the workshop held annually on the campus of Evergreen State College in Olympia.

Role of Newspaper Associations

Since the original meeting of the first planning committee in 1967 attended by executives representing four newspapers in western Washington, newspaper associations have played an essential role in the planning and development of the annual workshop. In addition to Jerry Zubrod, manager of the Washington Press Association, an organization of non-daily and community newspapers, William G. Boykin and his successor Paul Conrad, managers of the regional Allied Daily Newspaper Association, have participated in the workshop and made presentations about the newspaper industry and services of the association. The planning committee responsible for the management and administration of the workshop, in fact, has functioned as a standing committee of the regional association.

One person singled out by participants, instructors and planners for his role in the success of the workshop is Larry Hanson, publisher of The Herald in Everett, Washington. Attending as a participant observer in 1970, Hanson was asked to chair the planning committee for the 1971 workshop. From 1971 until 1990, Hanson has held a position designated as "general chairman" of the Newspaper in Education Committee of the regional newspaper association. Under his direction, the planning committee has met each year in the fall to begin preparations for the following year's workshop. Hanson has also served as the official host of the workshop, served as a guest speaker and participated in afterhours social events. He is recognized by all involved as the individual having insured the continuing success of the workshop over the years.

In addition to the press association managers of the Allied Newspaper Association and Hanson's role as general chair of the association's NIE committee, Allied should also be recognized for providing the administrative support essential to the management and organization of the workshop. Before 1986, arrangements and coordination of logistics for the workshop were handled by Allied staffers Dixie Bradley, of the Washington Newspaper Publishers Association and Helen Abbott of Allied. In 1986, this role was passed into the hands of Evonne Agnello who has become recognized during her five years of involvement for her skills as a coordinator. In addition to experience in education and journalism, Agnello has a background in newspaper management. Her associates cite her talents as a significant factor in what has been called a "rejuvenation" of the workshop in recent years.

Finally, it should be noted that the Allied Daily Newspaper Association was reorganized and renamed in 1989 to become the Pacific Northwest Newspaper Association (PNNA). Upon the retirement of manager Paul Conrad, Jeff Marshall was named executive director of PNNA; Marshall has served as a speaker for the workshop during his first two years. It is also worth noting that in 1990 the position of president of PNNA was filled by Larry Hanson. Hanson's continuing leadership on the executive board of the association

insures a strong voice of support for the projects and functions of its Newspaper in Education Committee.

Workshop Planning Committee

To explain the complexity of organizational structure and interpersonal role relations evolved over the twenty-three year history of the NIE workshop, a closer look at the workshop planning committee is warranted. Although the number of members named to the committee has varied, a typical year's committee was composed of two educators and five newspaper representatives. In addition to the general chair position held by Hanson, four key roles among workshop facilitators have evolved: planning committee chair, lead demonstrator, instructor of record, and administrative support coordinator.

It is possible to summarize the history of the four roles and the chronology of sites and accrediting agencies for the workshop during its first twenty-three years (see chart). Also, it is important to note that more than thirty individuals who have played leadership roles of one type or another in the workshop. Some were involved for only a few years; others, for ten or more. Some have retired or relocated; others are still involved and attest a commitment to years of future service.

Educator Recruitment

Because the membership of the Pacific Northwest Newspaper Association includes newspapers located in five states, the pool of potential participants includes educators from Alaska, Idaho, Montana, Utah and Oregon in addition to Washington. The identification of participants has been accomplished in several ways. The newspaper association includes reminders of the workshop in the "Circulation" section of its periodic information packet mailed to selected personnel of member newspapers. PNNA has provided camera-ready advertisements announcing the workshop for publication in individual newspapers. Also, PNNA provides to its members enrollment forms and flyers to be posted in school faculty rooms. Contact persons from newspapers duplicate and distribute these materials to schools located within the local circulation area. In addition to the dates and costs for the workshop, all announcements about the workshop provided by PNNA include a statement explaining that the class is held at The Evergreen State College in Olympia, Washington, with credits awarded from Seattle Pacific University.

Another important means of communication about the workshop is word-of-mouth. Personal contacts made by instructors, featured speakers, and former participants have resulted in multiple networks which many participants identify as the means of their learning about the workshop. The number of individuals involved in leadership roles and the reputation for excellence among former participants are also contribuing factors in the annual search for new or returning participants.

Through his position as general chair of the association's NIE committee, Larry Hanson has taken the lead in informing publishers, editors and other newspaper executives about the need for scholarships to cover costs for teachers to attend the annual workshop.

As coordinator operating from the headquarters of the regional newspaper association in Tacoma, Washington, Evonne Agnello and her predecessors have been able to put people together when an interested educator contacted the PNNA offices and a confirmed scholarship had not yet been awarded. During the registration process, the coordinator's access to information on the number of participants enrolled or expressing interest can play a crucial role in making sure that a full complement of participants is found. Upon noting a significant change in the number of expected inquiries as registration progresses, the coordinator can alert members of the workshop planning committee of the need to increase or decrease the frequency of promotional announcements.

Participants' Perspective

The first step for each participant is making a decision to enroll; the second is contacting the PNNA coordinator which is usually accomplished via telephone or mail. Logistical information compiled by the coordinator about each participant from the enrollment form includes his or her name, home address and phone numbers; school district and school names, address and phone number; and subject area(s) and grades taught. In addition, the form requests information from each participant regarding arrangements for a scholarship to be provided by a newspaper or a school district to cover the participants' costs for room, board and tuition. Also, the coordinator requests and compiles information from each participant regarding preference for smoking or non-smoking roommates and how information about the class was obtained.

After processing the enrollment application, the PNNA coordinator mails a confirmation letter to the participant acknowledging the registration and providing a variety of facts such as dates of the workshop, a map of the college, name of the residence hall for the workshop, and information on room availability, the arrangement of rooms, and location of kitchen areas. Proximity of recreational facilities is described. A list of suggested things to bring includes scissors, glue, tape, felt-tip pens, file folders, clear contact paper, alarm clock, snacks, clothes hangers, coffee pot, typewriters and portable computers.

The registration confirmation letter also includes a statement explaining what PNNA is and requesting that the participant bring to the workshop his or her hometown newspaper from the previous Friday (or most recent edition.) A narrative discussion of program highlights provides a day-by-day description of the sessions and functions of the workshop and explains that to receive credit, participants are required to attend day and evening sessions.

Course Content and Requirements --

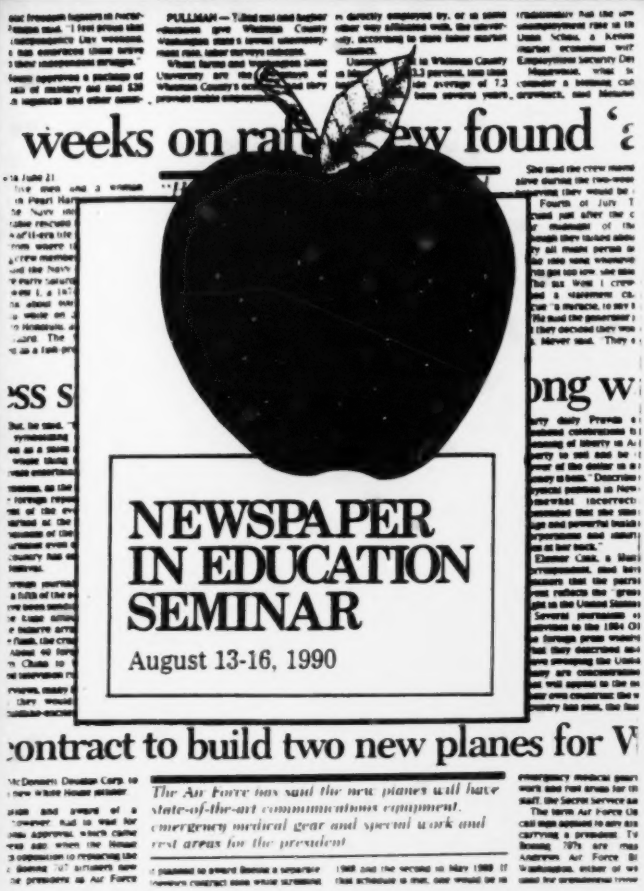
Seattle Pacific University requires 10 hours of class time for each hour of credit awarded. Guidelines for assigning letter grades are as follows:

A -- 100% attendance; completion of the assigned project with excellence; daily completion of participants' comment form.

B -- 90% attendance; completion of the assigned project with excellence; daily completion of the participants' comment form.

C -- 80% attendance; daily completion of the participants' comment form.

NOTE: An additional section to this case study will be available in May, 1991. If you are interested in receiving a copy, please notify Betty Sullivan, ANPA Foundation.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NEWSPAPER
IN EDUCATION
SEMINAR
August 13-16, 1990
ontract to build two new planes for V
The Air Force has said the new planes will have state-of-the-art communications equipment, emergency medical gear and special work and rest areas for the president

NIE SEMINAR

On behalf of the Pacific Northwest Newspaper Association Newspaper in Education Committee, we hope you will enjoy our 23rd annual seminar.

Please, we ask there be **no smoking during the sessions.** Meals will be served in the cafetena for 30 minutes from the stated times.

Evergreen State College offers a variety of recreational facilities, including an Olympic-sized swimming pool, diving pool, handball/racquetball courts, weight training rooms, showers and saunas. Most of the facilities are open from noon to 8 p.m., with an admission fee charged. outdoor recreation areas include athletic fields, tennis courts, jogging paths, etc.

A 3/4-mile nature path to the beach begins from the "F" parking lot. Campus official suggest taking a friend on this hike, as the area is very wooded.

The bookstore in the College Activities Building (CAB) offers school, art, office and camera supplies, personal items, candy and daily newspapers. Store hours are 8 a.m. to 6 p.m. Monday through Thursday. A self-service post office is on the first floor of the CAB.

Co-sponsoring newspapers, school districts and associates:

The Argus Observer, Ontario, OR
The Bulletin, Bend, OR
The Burns Time Herald, Burns, OR
The Chewelah Independent, Chewelah, WA
The Daily Chronicle, Centralia, WA
The Daily News, Longview, WA
The Daily World, Aberdeen, WA
The East Oregonian, Pendleton, OR
The Herald, Everett, WA
The Lewiston Morning Tribune, Lewiston, ID
The Medford Mail Tribune, Medford, OR
The Morning News Tribune, Tacoma, WA
The Okanogan County Chronicle, Omak, WA
The Olympian, Olympia, WA
The Oregonian, Portland, OR
The Peninsula Gateway, Gig Harbor, WA
The Port Townsend Leader, Port Townsent, WA
The Siuslaw News, Florence, OR
The Spokesman Review and Spokane Chronicle, Spokane, WA
The Statesman Examiner, Colville, WA
The Sun, Bremerton, WA
The Tri-city Herald, Tri-Cities, WA
The Wenatchee World, Wenatchee, WA
USA TODAY, Redmond, WA

Chehalis School District
Tenino Elementary School
Farah Anderson School

The Oregon Newspaper Publishers Association, Portland, OR
The Portland Trail Blazers, Portland, OR

THE PROJECT

Each participant will be required to develop a demonstration project during he seminar. If a grade of A or B is desired for this graduate level course. he project should include a written description of the following: 1. The rade level for which the project is designed. 2. The general learning objectives ttained. 3. A brief description of the procedures intended to present he project to the students. 4. A list of the necessary materials and supplies equired to complete the project. (Don't forget a supply of newspapers.) 5. A isual display of a model of the project.

he intention of this requirement is mainly to provide the participant with a eady-made model which may be used in the classroom to demonstrate to students he requirements of your project. It need not be elaborate or (in cases of xtended projects over a period of time) complete. If the project is satisactory for your use, it will fulfill the requirements of this course.

PROJECT WORK TIMES

Monday, Aug. 7 - 4 to 5:30 p.m. Time for planning, brainstorming, thinking and possibly beginning your project. You may do this activity anywhere you choose. Consultants will be available. Their locations will be listed on th information boards located in the work areas and dormitories.

Tuesday, Aug. 8 - 4 to 5:30 p.m. Time for creating a rough draft. Determine what materials you will need and check with the consultants for further assistance. Your project will be displayed on Thursday. Any special materials ca be purchased at the college book store.

Wednesday, Aug. 9 - 1 to 5:30 p.m. Time to complete your project. The consultants will be available if you have any questions. You may work in the breakout rooms, your own room or any place you choose. The university has allowed us to block out 3 1/2 hours for you to complete your project.

Thursday, Aug. 10 - 8:30 to 9:10 a.m. Time for project set-up. Display your project in the large meeting room (K-6) or in the designated breakout rooms for middle school and high school. You will have until 9:10 a.m. to complete your set-up. Consultants will be available for questions and help.

Be sure to have your name clearly visible on your project. You might want to include your address in case another participant would wish to have further contact regarding The project.

You will need to choose at least 10 projects on which to make comments. Write your comments on the butcher paper under each project.

Be sure to sign your name. This is one method we use for sharing and building networks to continue that sharing.

The projects will be closed for formal evaluation at 10:30. This is a good time to vacate your room and pack your car.

Be sure to return to the meeting room for wrap-up activities at 12:00. At this time you may pick up your project and your formal grade will be available.

'89

NIE SEMINAR PROGRAM

onday, August 13

7:30 **Registration** in The Edge Room, Residence Hall A

8:30 **Welcome, announcements, staff introductions** Library Building, Room L4300

9:00 **Ideas, ideas, ideas . . . Joy Lindner**

11:45 **Lunch** in the cafeteria

1:00 **Announcements** Room L4300

Even more ideas . . . John Lehni, Joy Lindner

3:00 **NIE Resources . . . Betty Sullivan,** NIE Manager, American Newspaper Publishers Association

4:00 **Course registration and requirements . . . John Lehni**

Project work time with consultants

6:00 **Cookout** on campus grounds

Conversation and games in The Edge Room, Residence Hall A

0:00 **Optional tour** of The Olympian and USA TODAY production facilities

esday, August 14

7:30 **Breakfast** in cafeteria

8:30 **Announcements, schedules** Room L4300

9:00 **Interest group breakout sessions**—Choose two:

Interest group leaders:
Julie Moore, Consider the possibilities, Room LIB 2103
John Lehni, Learning Centers, Room LIB 2116
Joy Lindner, Learning Package, Room LIB 2129
Bob Ross, News Speak, Room LIB 2130
9:00 **Session I**
10:30 **Session II**

1:45 **Lunch** in cafeteria

1:00 **Circus of ideas . . .** Schedule and rooms to be announced

4:00 **Project work time** with consultants

5:45 **Dinner** in cafeteria

7:00 **Interviewing techniques . . . Jim Stevenson,** Managing Editor of The Olympian will interview Newspaper Cartoonist **Milt Priggee,** The Spokesman Review and Spokane Chronicle, then write a story while the cartoonist shares samples of his work. Lecture Hall No. 3

NIE SEMINAR PROGRAM

Wednesday, August 15

7:30 **Breakfast** in cafeteria

8:15 **YOU be the Editor—Create today's front page . . . Larry Hanson,** Publisher, The Herald (Everett), Room L4300

9:30 **Meet the Press panel discussions**

News Panelists, Room LIB 2118
Jan Brandt, Assistant Managing Editor, The Morning News Tribune, Tacoma
Frank DeVaul, Publisher, The Morton Journal
Patricia Feeks, Newsfeatures Editor, The Seattle Times
Mike Phillips, Editor, The Sun, Bremerton

Photography Panelists, Room LIB 3402
Paul Joseph Brown, Photographer, The Seattle Post-Intelligencer
Peter Haley, Photographer, The Morning News Tribune, Tacoma
Dick Milligan, Director of Photography, The Olympian
Miles Turnbull, Executive director, Washington Newspaper Publishers Association

Advertising Panelists, Room LIB 1600
Dave Minnich, Advertising Director, The Olympian
Lori Penner, Publisher, The Kitsap Newspaper Group
Marji Ruiz, Advertising Director, The Seattle Times
Bob Schuckart, National Advertising Director, The Morning News Tribune, Tacoma

12:00 **Lunch** in cafeteria

1:00 **Project work time** with consultants

5:45 **Dinner** in cafeteria

7:30 **Editorial board . . . Judith Billings,** Superintendent of Public Instruction, Washington State, will be interviewed by The Olympian's editorial board: **Pamela Meals,** Publisher; **Jim Stevenson,** Managing Editor; and **Dean Shacklett,** Editorial Page Editor. Lecture Hall No. 3

Thursday, August 16

7:30 **Breakfast** in cafeteria

8:30 **Project set-up** Room L4300

9:15 **Project evaluation by class members**

10:30 **Staff project evaluation** Room Closed

12:00 **Project pick-up, concluding remarks**

1:00 **Lunch** in cafeteria

John Lehni
Curriculum Coordinator and Instructor

Joy Lindner
Instructor

Bob Ross
Instructor

Larry Hanson
President & Publisher, The Herald
General Chairman, NIE Committee

Chris Underwood
The Spokesman-Review and Spokane Chronicle
NIE Seminar Co-Chairman

Rick Nelson
The Sun
NIE Seminar Co-Chairman

OLYMPIA, WASHINGTON - EVERGREEN STATE COLLEGE

		Site	Accrediting Agency	Planning Committee Chairs	Lead Demonstrator	Instructor of Record	Managing Support Coordinator
1968	1	University of Washington in Seattle		Chuck Morgan	Hope Shackelford		
1969	2			Chuck Morgan			
1970	3	Providence Hgts Center Issaquah	Central Washington State	Larry Hanson		Teddi Baer	
1971	4				Joy Lindner		
1972	5						
1973	6						
1974	7						
1975	8						
1976	9						
1977	10						
1978	11						
1979	12	St. Thomas' Seminary Kirkland	Seattle Pacific University				Dixie Bradley/ Helen Abbott
1980	13	Evergreen State College, Olympia					Pat Shrout
1981	14						
1982	15						
1983	16						
1984	17						
1985	18					Marsha Hallet	
1986	19					Bob Ross	Evonne Agnello
1987	20			Larry Vickie Nesbit Mike Armstrong			
1988	21						
1989	22			Larry/Robin Larsen Rick Nelson/Keri Faggiano		John Lehni	
1990	23			Larry/Chris Underwood Rick Nelson/Cathy Lindsley			
1991	24			Bridget Baker			

ANPA FOUNDATION

SURVEY OF NIE CREDIT-GRANTING COURSES AND WORKSHOPS

1989

by

BETTY L. SULLIVAN
Manager/ Educational Services

DECEMBER 1989

HIGHLIGHTS OF THE SURVEY

OF THE 141 RESPONSES RECEIVED, 97 PER CENT REPORTED SPONSORSHIP OF NIE PROGRAMS, AND 87 PER CENT REPORTED SPONSORSHIP OF AT LEAST ONE COURSE OR WORKSHOP FOR TEACHERS ON THE USE OF NEWSPAPERS FOR INSTRUCTIONAL PURPOSES DURING THE PAST FIVE YEARS. COSPONSORSHIP OF COURSES OR WORKSHOPS WITH A COLLEGE OR UNIVERSITY WAS REPORTED BY 68 OR 54 PER CENT OF 127 RESPONDENTS.

ARE TAUGHT BY A TEAM OF AT LEAST TWO INSTRUCTORS. USUALLY ONE INSTRUCTOR IS AFFILIATED WITH THE COLLEGE OR UNIVERSITY AND ONE, THE NEWSPAPER.

-- MOST WORKSHOPS AND COURSES FEATURE GUEST SPEAKERS, INCLUDING NEWSPAPER AND UNIVERSITY PERSONNEL AS]WELL AS CURRENTLY ACTIVE TEACHERS.

--SEVENTY-ONE TITLES WERE REPORTED FOR COURSES AND WORKSHOPS.

--A TOTAL OF 76 COLLEGES AND UNIVERSITIES LOCATED IN 36 STATES WERE LISTED AS COSPONSORS FOR COURSES AND WORKSHOPS ON THE USE OF NEWSPAPERS IN TEACHING.

-- COURSES AND WORKSHOPS COSPONSORED WITH A COLLEGE OR UNIVERSITY WERE EQUALLY LIKELY TO BE OFFERED FOR ONE CREDIT OR FOR THREE CREDITS.

-- MORE THAN THREE OUT OF FOUR COSPONSORED COURSES AND WORKSHOPS WERE OFFERED DURING SUMMER SESSIONS; THEY WERE EQUALLY LIKELY TO BE HELD AT ON-CAMPUS AND OFFCAMPUS SITES OR BOTH.

-- EIGHT OUT OF THE 10 COSPONSORED COURSES AND WORKSHOPS WERE OFFERED THROUGH THE COLLEGE OR UNIVERSITY'S DEPARTMENT OR SCHOOL OF EDUCATION.

--COURSES AND WORKSHOPS CONTINUE TO INCLUDE MAJOR FOCUS ON THE USE OF NEWSPAPERS IN TEACHING OF SOCIAL STUDIES, LANGUAGE ARTS, READING, WRITING AND NEWSPAPER CONTENT. ADULT LITERACY HAS EMERGED AS A NEW AREA OF INTEREST FOR TEACHERS USING NEWSPAPERS FOR INSTRUCTION.

--TEACHERS PARTICIPATING IN COURSES AND WORKSHOPS REPRESENT A BROAD SPECTRUM OF TEACHING AREAS, FROM KINDERGARTEN TO GRADUATE LEVEL OF INSTRUCTION.

--SIXTY-ONE PERCENT OF RESPONDENTS REPORTED INSTRUCTORS' AFFILIATIONS WITH COLLEGES OR UNIVERSITIES, WHILE ALMOST SEVENTY-EIGHT PER CENT REPORTED AFFILIATIONS WITH NEWSPAPERS. INDICATIONS ARE THAT MOST COSPONSORED COURSES AND WORKSHOPS

BRIEF DESCRIPTION OF METHODOLOGY

PURPOSE

THE PURPOSES OF THE SURVEY WERE (1) TO ASSESS THE SPONSORSHIP BY NEWSPAPERS OF WORKSHOPS AND COURSES ON THE USE OF NEWSPAPERS FOR INSTRUCTION, (2) TO ASSESS THE COSPONSORSHIP OF WORKSHOPS AND COURSES ON THE USE OF NEWSPAPERS FOR INSTRUCTION BY NEWSPAPERS AND COLLEGES OR UNIVERSITIES, (3) TO ASSESS THE GRANTING OF CREDIT BY COLLEGES AND UNIVERSITIES FOR COSPONSORED COURSES AND WORKSHOPS ON THE USE OF NEWSPAPERS FOR INSTRUCTION.

INTERVIEWING PERIOD:

NOVEMBER 1, 1989 - DECEMBER 31, 1989

SAMPLE:

SELF-ADMINISTERED QUESTIONNAIRES WERE DISTRIBUTED AS ENCLOSURES IN THE NOVEMBER, 1989 ISSUE OF "NIE UPDATE," THE NEWSLETTER OF THE AMERICAN NEWSPAPER PUBLISHERS ASSOCIATION FOUNDATION. THE NEWSLETTER IS RECEIVED BY NEWSPAPER PERSONNEL AND EDUCATORS WHO PARTICIPATE IN OR CONDUCT NEWSPAPER EDUCATIONAL SERVICES PROGRAMS, TRADITIONALLY CALLED NEWSPAPER IN EDUCATION (NIE). THE NEWSLETTER IS ALSO RECEIVED BY STATE AND REGIONAL NEWSPAPER AND EDUCATION-RELATED PERSONNEL AND DESIGNATED MEDIA CONTACT PERSONS OF THE AMERICAN NEWSPAPER PUBLISHERS ASSOCIATION. THE TOTAL NUMBER OF QUESTIONNAIRES RECEIVED WAS 141. PERCENTAGES TOTALING MORE THAN 100% IN THE FOLLOWING SUMMARY OF FINDINGS ARE DUE TO MULTIPLE RESPONSES. PERCENTAGES TOTALING LESS THAN 100% ARE DUE TO NO ANSWER OR "DON'T KNOW" RESPONSES.

SUMMARY OF FINDINGS

SPONSORSHIP OF NIE PROGRAMS

HAVE NIE PROGRAMS	97.1%
HAVE NO NIE PROGRAM	2.8

BASE: 141

SPONSORED COURSE(S) FOR TEACHERS ON THE USE OF NEWSPAPERS IN CLASSROOM STUDY (DURING THE PAST FIVE YEARS)

HAVE SPONSORED A COURSE	86.8%
HAVE NOT SPONSORED A COURSE	12.4

BASE: 137

COSPONSORED COURSE(S) WITH A COLLEGE OR UNIVERSITY

HAVE COSPONSORED A COURSE WITH A COLLEGE OR UNIVERSITY	53.5%
HAVE NOT COSPONSORED A COURSE WITH A COLLEGE OR UNIVERSITY	44.8

BASE: 127

COSPONSORED COURSES OFFERED FOR CREDIT

COURSES OFFERED FOR CREDIT	65.0%
NO CREDIT GIVEN FOR COURSES	33.3
DID NOT KNOW	1.6

BASE: 120

TYPE OF CREDIT OFFERED

GRADUATE	39.2%
UNDERGRADUATE	17.6
SEMESTER	15.2
QUARTER	9.6
OTHER*	18.4

BASE: 125

OTHER*: IN-SERVICE, RE-CERTIFICATION, PROFESSIONAL DEVELOPMENT, CONTINUING EDUCATION, STAFF DEVELOPMENT UNITS, UPPER DIVISION,CAREER LADDER, ON-GOING EDUCATION

NUMBER OF COURSES OFFERED PER YEAR

1	52.0%
2	21.8
3	6.3
4	5.2
OTHER*	12.5

BASE: 96

*OTHER: 5, 6, 8, 10, and 15

NUMBER OF COURSES OFFERED PER SEMESTER

1	80.9%
2	9.5
3	0
4	2.3
OTHER*	7.1

BASE: 42

*OTHER: 5, 6.

COURSE(S) OFFERED DURING SUMMER SESSION

COURSES OFFERED DURING SUMMER	66.3%
COURSES NOT OFFERED DURING SUMMER	32.6
DID NOT KNOW	1.0

BASE 95

CONTENT OF COURSE TOPICS

TEACHING METHODS USING THE NEWSPAPER	92.3%
NEWSPAPER CONTENT	73.3
SOCIAL STUDIES	59.0
LANGUAGE ARTS	63.8
READING	63.8
WRITING	60.0
ADULT LITERACY	24.7

BASE: 105

TEACHING AREA OF PARTICIPANTS

PRE-SCHOOL OR KINDERGARTEN	54.4%
LOWER ELEMENTARY (GRADES 1-3)	89.1
UPPER ELEMENTARY (GRADES 4-6)	95.0
MIDDLE SCHOOL (GRADES 5-8)	88.1
JR. HIGH (GRADES 7-8 OR 7-9)	79.2
HIGH SCHOOL (GRADES 9-12)	72.2
UNDERGRADUATE	28.7
GRADUATE	25.7
OTHER*	

BASE: 101

*OTHER: PRISON EDUCATION, SPECIAL EDUCATION, CHAPTER I, ADULT LITERACY, NEWSPAPER EDUCATIONAL SERVICES

COLLEGE OR UNIVERSITY

MAIN CAMPUS OF COLLEGE OR UNIVERSITY	37.5%
OFF CAMPUS FACILITIES	34.0
BOTH	28.4

BASE: 88

UNIVERSITY OR COLLEGE DEPARTMENT OR SCHOOL THROUGH WHICH COURSE(S) IS OFFERED

EDUCATION	79.7%
GRADUATE	24.0
UNDERGRADUATE	15.1
*OTHER	11.3
JOURNALISM	5.0
COMMUNICATIONS	3.7
ENGLISH	3.7
DO NOT KNOW	3.7
LIBERAL ARTS	1.2
MARKETING	1.2

BASE: 79

*OTHER: CONTINUING EDUCATION, STATE DEPARTMENT OF EDUCATION, TEACHER EDUCATION AND ENRICHMENT, JR. HIGH ONLY

EXPERIENCE AND QUALIFICATIONS OF COURSE INSTRUCTORS

DOCTORAL DEGREE	37.3%
MASTERS DEGREE	21.8
BACHELORS DEGREE	6.0
EXPERIENCE USING NEWSPAPERS WITH STUDENTS	2.4
NEWSPAPER NIE EXPERIENCE	36.1
TEACHING EXPERIENCE	60.2

BASE: 83

GUEST SPEAKERS FOR COURSES

NIE STAFF	61.1%
TEACHER WHO HAVE USED NEWSPAPERS WITH STUDENTS	65.5
OTHER NEWSPAPER PERSONNEL*	42.2
OTHER UNIVERSITY PERSONNEL*	20.0

BASE: 90

*OTHER: NEWSPAPER PERSONNEL – EXECUTIVE EDITOR, CIRCULATION DIRECTOR, EDITOR, PHOTOGRAPH, COLUMNIST, EDITORIAL REPORTER, REPORTER, PRODUCTION, PUBLISHER, MARKETING, GENERAL MANAGER, MANAGING EDITOR, ARTIST, NIE COORDINATOR, CARTOONIST, ADVERTISING, NEWSROOM, SPORTS WRITER, PROMOTIONS MANAGER, EDUCATION WRITER; COLLEGE OR UNIVERSITY PERSONNEL – EDUCATION PROFESSORS, DEAN OF EDUCATION, PROFESSOR OF RECORD, STOCK MARKET GAME COORDINATOR

COSPONSORING COLLEGES AND UNIVERSITIES

UNIVERSITY OF ARIZONA
ARKANSAS STATE UNIVERSITY
UNIVERSITY OF CENTRAL ARKANSAS
CALIFORNIA STATE UNIVERSITY
CHAPMAN COLLEGE OF CALIFORNIA
FRESNO PACIFIC COLLEGE, CALIFORNIA
MCPHERSON COLLEGE, CALIFORNIA
SAN JOSE STATE UNIVERSITY, CALIFORNIA
UNIVERSITY OF CALIFORNIA
UNIVERSITY OF SAN DIEGO, CALIFORNIA
AIMS COMMUNITY COLLEGE, COLORADO
UNIVERSITY OF COLORADO
UNIVERSITY OF NORTHERN COLORADO
UNIVERSITY OF SOUTHERN COLORADO
AUGUSTA COLLEGE, GEORGIA
UNIVERSITY OF HAWAII
DEPAUL UNIVERSITY, ILLINOIS
NATIONAL COLLEGE OF EDUCATION, ILLINOIS
INDIANA UNIVERSITY
UNIVERSITY OF EVANSVILLE, INDIANA
UNIVERSITY OF SOUTHERN INDIANA
KANSAS STATE UNIVERSITY
UNIVERSITY OF KANSAS
ST. MARYS OF THE PLAINS COLLEGE, KANSAS
WICHITA STATE UNIVERSITY, KANSAS
UNIVERSITY OF LOUISVILLE, KENTUCKY
LOUISIANA STATE UNIVERSITY
MCNEESE STATE UNIVERSITY, LOUISIANA
UNIVERSITY OF MAINE
UNIVERSITY OF SOUTHERN MAINE
EASTERN NAZARENE COLLEGE OF MASSACHUSETTS
SOUTHERN MASSACHUSETTS UNIVERSITY
EASTERN MICHIGAN UNIVERSITY
COLLEGE OF ST. CATHERINE, MINNESOTA
COLLEGE OF ST. SCHOLASTICA, MINNESOTA
UNIVERSITY OF MINNESOTA
UNIVERSITY OF MISSOURI
NORTHWEST MISSOURI STATE UNIVERSITY
SOUTHWEST MISSOURI STATE UNIVERSITY
UNIVERSITY OF MONTANA
KEARNEY STATE COLLEGE, NEBRASKA
UNIVERSITY OF NEBRASKA
NOTRE DAME COLLEGE, NEW HAMPSHIRE
UNIVERSITY OF NEW HAMPSHIRE
EASTERN NEW MEXICO UNIVERSITY
MARS HILL COLLEGE, NORTH CAROLINA
NORTH DAKOTA STATE UNIVERSITY
CONCORDIA COLLEGE, NORTH DAKOTA
OHIO STATE UNIVERSITY
PANHANDLE STATE UNIVERSITY, OKLAHOMA
EASTERN OREGON STATE UNIVERSITY
EDINBORO UNIVERSITY OF PENNSYLVANIA
INDIANA UNIVERSITY OF PENNSYLVANIA
PENNSYLVANIA STATE UNIVERSITY
ROBERT MORRIS COLLEGE, PENNSYLVANIA
SHIPPENSBURG STATE UNIVERSITY, PENNSYLVANIA
ST. FRANCES COLLEGE, PENNSYLVANIA
RHODE ISLAND COLLEGE
FURMAN UNIVERSITY, SOUTH CAROLINA
BLACK HILLS STATE UNIVERSITY, SOUTH DAKOTA
NORTHERN STATE UNIVERSITY, SOUTH DAKOTA
UNIVERSITY OF SOUTH DAKOTA
MEMPHIS STATE UNIVERSITY, TENNESSEE
UNIVERSITY OF TENNESSEE
CENTRAL TEXAS COLLEGE
TEXAS CHRISTIAN UNIVERSITY
UNIVERSITY OF NORTH TEXAS
UNIVERSITY OF TEXAS
WEST TEXAS STATE UNIVERSITY
UNIVERSITY OF UTAH
UNIVERSITY OF VIRGINIA
CENTRAL WASHINGTON STATE UNIVERSITY
SEATTLE PACIFIC UNIVERSITY, WASHINGTON
WEST VIRGINIA COLLEGE OF GRADUATE STUDIES
NORTHLAND COLLEGE, WISCONSIN
UNIVERSITY OF WISCONSIN

COURSE TITLES

ADVANCED NIE WORKSHOP
ANNUAL NIE SEMINAR
BASIC NIE
BEGINNING NIE WORKSHOP
COMICS IN THE CLASSROOM
CREATING A CLASSROOM NEWSPAPER
CURRICULUM WORKSHOP: NEWSPAPER IN EDUCATION
EARLY AND MIDDLE CHILDHOOD PRACTICUM: NEWSPAPER IN EDUCATION
ELEMENTARY SPECIAL PROJECTS: NEWSPAPERS IN EDUCATION
ELEMENTARY WRITING WORKSHOP
EXTRA! EXTRA! READ ALL ABOUT IT!
FALL PRACTICUUM: NEWSPAPER IN EDUCATION
GOOD NEWS FOR BLUE MONDAYS AND SLOW FRIDAYS
HOW TO PRODUCE A CLASSROOM NEWSPAPER
INNOVATIVE EDUCATION: THE NEWSPAPER IN EDUCATION
INSTRUCTIONAL STRATEGIES: NEWSPAPER IN EDUCATION
ISSUES IN EDUCATION
ISSUES IN READING
IT'S MORE THAN CURRENT EVENTS
LANGUAGE ARTS WORKSHOP: NEWSPAPERS IN EDUCATION
LIVING TEXTBOOK, THE
LIVING TEXTBOOK WORKSHOP
NEWSPAPER AS A MEDIUM FOR CLASSROOM INSTRUCTION, THE
NEWSPAPER AS A TEACHING/LEARNING TOOL, THE
NEWSPAPER AS A TOOL FOR READING INSTRUCTION, THE
NEWSPAPER IN EDUCATION
NEWSPAPER IN EDUCATION: AN ADVENTURE FOR LEARNING
NEWSPAPER IN EDUCATION PRACTICUUM
NEWSPAPER IN EDUCATION SILVER ANNIVERSARY WORKSHOP
NEWSPAPER IN EDUCATION WORKSHOP
NEWSPAPER IN THE CLASSROOM
NEWSPAPERS ACROSS THE CURRICULUM
NEWSPAPERS AS A TEACHING TOOL
NEWSPAPERS AS AN INSTRUCTIONAL TOOL FOR SLOW LEARNERS
NEWSPAPERS IN EDUCATION
NEWSPAPERS IN ENGLISH AND SOCIAL STUDIES
NEWSPAPERS IN THE CLASSROOM
NEWSPAPERS: A THINKING TOOL
NEWSPAPERS FOR ALL SEASONS
NIE FOR ELEMENTARY TEACHERS
NIE CONFERENCE
NIE I: TEACHING WITH THE NEWSPAPER & MAKING A CLASS NEWSPAPER
NIE II: TEACHING CRITICAL THINKING SKILLS WITH THE NEWSPAPER
NIE MAKES THE "WRITE" CONNECTION
NIE SUMMER CONVENTION: GLOBAL HEALTH AND WELFARE
NIE SUMMER WORKSHOP
NIE WEEK/GENERAL WORKSHOP
NIE WORKSHOP FOR TEACHERS
PRESS IN THE SCHOOL CURRICULUM, THE
PRINT MEDIA IN THE CLASSROOM
READ ALL ABOUT IT!
READING AND WRITING DEVELOPMENT WITH THE NEWSPAPER
SUMMER WORKSHOP: NEWSPAPER IN EDUCATION
SUPER NEWS
TEACHING THE ECONOMY THROUGH THE NEWSPAPER
TEACHING WITH CONTEMPORARY RESOURCES: THE NEWSPAPER IN THE CLASSROOM
TEACHING WITH THE NEWSPAPER
USING NEWSPAPERS IN ELEMENTARY CLASSROOMS
USING NEWSPAPERS IN YOUR CLASSROOM
USING THE NEWSPAPER IN ELEMENTARY LANGUAGE ARTS
USING THE NEWSPAPER IN ELEMENTARY SCHOOL TO MEET BSAP OBJECTIVES
USING THE NEWSPAPER IN ELEMENTARY SOCIAL STUDIES
USING THE NEWSPAPER IN MIDDLE & HIGH SCHOOL
USING THE NEWSPAPER IN THE CLASSROOM
USING THE NEWSPAPER IN THE ELEMENTARY SCHOOL CURRICULUM
USING THE NEWSPAPER TO ENCHANCE CREATIVE THINKING
USING THE NEWSPAPER TO TEACH IN YOUR CLASSROOM
USING THE NEWSPAPER: TEXTBOOK OF THE 90'S
UTILIZING PRINT MEDIA
UTILIZING THE NEWSPAPER IN THE CLASSROOM
WORKSHOP: NEWPAPER IN THE CLASSROOM

**PLEASE NOTE: COURSE TITLES AND COSPONSORING COLLEGES ARE UNRELATED TO EACH OTHER

CO-SPONSORSHIP OF COURSES OR WORKSHOPS WITH COLLEGES AND UNIVERSITIES IN RELATIONSHIP TO NEWSPAPER CIRCULATION SIZE

UNDER 15,000	4.4%
15,000-49,999	25.3
50,000-99,999	17.9
100,000-199,999	16.4
200,000+	28.3
NO ANSWER	8.9

BASE: 67

ANPA FOUNDATION
NIE CREDIT GRANTING COURSES AND WORKSHOPS
FILES CATALOG

ARIZONA:

The Arizona Republic/The Phoenix Gazette.
Communique (newsletter, 1990)
Course at Northern Arizona University
Contact: Diane Rutherford (602-271-8932)

ARKANSAS:

Arkansas Gazette, Little Rock
Chalkboard (newsletter, 1989)
Course at University of Central Arkansas/Conway
Contact: Debbie Quinnelly (501-371-3912)

CALIFORNIA:

Los Angeles Times
Direct mail brochure (1990)
(salary or district credit)
Contact: Patsy Williams (213-237-4342)

Press-Telegram, Long Beach
Direct mail brochure (1987)
Course at California State/Long Beach
Contact: Gayle Knapp (213-408-3300)

Press-Telegram, Long Beach
NIE News (newsletter, 1990)
Course at California State/Long Beach
Contact: Gayle Knapp (213-408-3300)

USA TODAY/San Diego
Course outline, flyers, university forms, other required documents. (1987)
Contact: Betty Sullivan (703-648-1051)

COLORADO:

Denver Post
Direct mail brochures (1989, 1990)
Course at University of Colorado/Denver
Contact: Jill Scott (303-820-1335)

Greeley Tribune
Course outlines, flyers, schedule, university forms, staff biographies. (1989)
Course at University of Northern Colorado, Aims Community College, Colorado Department of Education
Contact: Sue Casebeer (303-352-0211, ext. 265)

Rocky Mountain News

Course outlines, flyers, schedules, university forms, staff biographies. (1982, 1986, 1989, 1990)
Course at University of Colorado/Denver
Contact: Steve Homolac (303-892-2533)

CONNECTICUT:

Post Telegram, Bridgeport
Course outline, schedule, direct mail brochures. (1980, 1987, 1988)
Course at Fairfield University
Contact: Wendy Weismann (203-333-0161)

The News Times, Danbury
Direct mail flyer and letter announcing summer workshops for "CEU" credit. (1990)
Contact: Barbara Levitt (203-744-5100)

New Haven Register
Course outline and bibliography. (1988)
Course at Southern Connecticut State University
Contact: NIE Coordinator (203-562-1121)

FLORIDA:

The Palm Beach Post, West Palm Beach
Teacher in-service credit workshops registration form. (1989-90)
Contact: Sara Hoffner (407-820-4170)

GEORGIA:

The Augusta Chronicle/Augusta Herald
Bibliography, syllabus, flyer. (1990)
Course at Augusta College
Contact: Cheryl Williams (404-724-0851)

The Times, Gainesville
Course syllabus, forms, assignments, final exam, direct mail flyer, in-house advertisements. (1989)
Course at North Georgia College, Brenau College or S.D.U. credits.
Contact: Valerie Richardson (404-532-1234)

Gwinnett Daily News, Lawrenceville
Course outline/schedule, flyer.
Contact: Cary Smith (404-381-3806)

INDIANA:

The Evansville Courier
NIE Chalkboard, (newsletter, 1990)
Course at University of Southern Indiana
Contact: Jane Leingang (812-424-7562)

IOWA:

The Gazette, Cedar Rapids
NIE (newsletter, 1988, 1990)

Course at Kirkwood Community College
Contact: Oline Stigers and Eileen Woods (319-398-8447 or 8427)

KANSAS:

The Topeka Capital-Journal
NIE News Notes (newsletter, 1990)
Course at University of Kansas
Contact: Cindy Von Feldt (913-295-1111)

The Wichita Eagle
NIE Update (newsletter, university course listing, course outline/ schedule, newspaper advertisement, 1990)
Course at Wichita State University, St. Mary's of the Plains
Contact: Lynne Frazier (316-268-6564)

MAINE:

Department of Educational and Cultural Services, Augusta
NIE Notes (newsletters, course outlines)
Course at University of Southern Main, University of Maine
Contact: Becky Boober (201-289-5982)

MINNESOTA:

Duluth News-Tribune
NIE Newsletter, grade contract, course evaluation, handouts, newspaper advertisement, letters of accreditation, schedules for five types of courses.
Courses at St. Scholastica, Mesabi Community College, Rainy River Community College, Itasca Community College, Northland College, Ashland.
Contact: Jan Chronister (218-723-5281)

MISSISSIPPI:

The Commercial Appeal, Memphis
Course syllabus, assignments, direct mail brochure.handouts.
Course at University of Mississippi, Mississippi State University, others.
Contact: Rebecca Haynes (901-529-2571)

MISSOURI:

The Kansas City Star
Insight (newsletter), registration forms, schedule, course project, direct mail brochure, in-house advertisements, university course schedule. (1988, 1989)
Course at University of Kansas, University of Missouri/Kansas City, Baker University.
Contact: Joan Henges (816-234-4742) or Ann West (913-451-3237)

NORTH CAROLINA:

NIE Foundation

Dateline:NC (newsletter)
Contact: Sandra Cook (919-829-4778)

The Charlotte Observer
Direct mail brochure
Course at University of North Carolina/Charlotte
Contact: Ginny Swinson (704-358-6054)

OHIO:

The Columbus Dispatch
NIE (newsletter), course outline/schedule, rationale, registration form, assignments
Course at Ohio State University
Contact: Pat Hagen (614-461-5213)

The Blade, Toledo
Direct mail brochure, flyer (1990)
Course at University of Toledo
Contact: Mary Jane Spencer (419-245-6157)

OREGON:

The East Oregonian, Pendleton
Flyers, University course listings (1989)
Course at Blue Mountain Community College and Eastern Oregon State College
Contact: Amy Bedford (503-276-2211)

See also: Pacific Northwest Newspaper Association in Washington
Evergreen State College/Seattle Pacific University case study
Contact: Bridget Baker (503-485-1234)

PENNSYLVANIA:

The Times, Erie
The Apple (newsletter, 1990)
Course at Edinboro University
Contact: Carol Bowersox (814-456-8531)

The Patriot-News Co., Harrisburg
Direct mail brochure (1985)
Course at Shippensburg University
Contact: Susan Anthony or Carol Conrad (717-975-9773)

RHODE ISLAND:

Providence Journal
Course outline/syllabus, bibliography (1978)
Course at Rhode Island College
Contact: John Hazard (401-277-7230)

SOUTH CAROLINA:

The State, Columbus
Course outline/schedule (1987)
Course at Lexington County Consortium

Contact: Amy Mikell (803-771-8320)

SOUTH DAKOTA:

The Rapid City Journal
Newspaper advertisement, course outline/schedule, case studies, assignments. (1990)
Course at South Dakota State University
Contact: Doris Marie Strom (605-394-8300)

TENNESSEE:

The Commercial Appeal, Memphis
Teachers' Notebook, (newsletter, 1989) Course outlines/syllabus schedule, newspaper advertisement, brochure.
Course at Memphis State University, University of Tennessee/Martin.
Contact: Rebecca Haynes (901-529-2491)

TEXAS:

Fort Worth Star-Telegram
Program brochure/schedule, flyer. (1979, 1986, 1988, 1989)
Course at University of Texas/Arlington, Texas Christian University.
Contact: Diana Valdez (817-390-7554)

The Dallas Morning News
Brochures, university application forms.
Course at University of North Texas (1990)
Contact: Louise Appleborne (214-977-7226) or Jim Gambrell (214-977-8056)

UTAH:

Deseret News, Salt Lake City
Direct mail flyer/registration form, worksheet collection.
Course at Utah Technical College, Weber State College
Contact: Carolyn Dickson (801-237-2140)

WASHINGTON:

Pacific Northwest Newspaper Association
Program brochure, course outline/schedule
Course at Evergreen State College/Seattle Pacific University
Contact: Evonne Agnello (206-272-3611) or Bridget Baker (503-485-1234)

See also Evergreen State College Case Study

WISCONSIN:

Wisconsin Newspaper Association
Course outline/schedule. Direct mail brochure (1984,1986,1989, 1990)
Course at University of Wisconsin/Madison
Contact: Stuart Kendall (414-224-2653)

See also University of Wisconsin/Madison case study.

SELECTED EXAMPLES FROM THE

ANPA FOUNDATION

NIE CREDIT GRANTING COURSES

AND WORKSHOPS FILE CATALOG

GAYLE KUADP
PRESS-TELEGRAM

CSULB WORKSHOP CHECKLIST DATE:_____

TITLE:_____

___Class proposal to Rita Lapple CSULB due____

___ Workshop catalog copy due at same time

___Reserve 3rd floor Conference room Fri. p.m. ____ and all day Sat._____

___ Ad start running ROP 6 weeks in advance: from___to___

___ Set up Registration folder and list to record enrollees and file checkks

___ M & G planning session

___ Tour guides Terry REiter x 1229

___ Registration materials from CSULB due 2 weeks in advance.

Call Patti Meyelor is not received 498-5561

___ Order Newspapers ___Saturday from Beryl or Courtney

(in-house memos) ___Thursday, Sunday returns from Courtney

___Bundles of 35 for participants (returns)

___ Donuts

___ Supplies (coffee, candy etc.)

___ Supplies from Evelyn (tea, cups, napkins, sugar, cream, stirrers)

___Order lunch to be delivered 435-6238

___ Lesson plan typed and copied for M, G and file

___Send participants letter and parking info 1½ wks. ahead. Date_____

___ Handouts counted out.

___ Newspaper order forms and chart of dates for 9 weeks.

___Enrollment list typed and copy to guard.

___ Memo to Don Switzer to inform janitors.

___ Friday set up: (stuff from office) butcher paper, coffee pot, chalk,
project samples, NIE NEWS, 5 day inserts for bull bd.
push pins, tape, scissors, sponges, coffee, tea etc.
key to conference room, posters or prizes.
green folders: personal info sheet,crayons, file

___ Registration materials from CSULB: Roll sheet, ind. reg. sht., eval.

___ Date projects due_____

AT END OF WORKSHOP:

___ Copy newspaper orders over.

___ Hand deliver to Circulation all workshop delivery orders.

___ Deposit checks of enrollees.

___ Hand deliver regis. sheets, roll sheet, check for CSULB and evaluations.

___Grade projects. Fill out CSULB grade sheet and hand deliver.

Form No. 9 - General

MEMORANDUM

To

Dept. NIE

FROM Gayle Knapp

Subject NIE I 10-10-87

Dept. NIE

Date 12-8-87

CSULB Workshop at the P-T on Saturday, 10-10-87

Receipts:	$1,084.00	
12 credit		
5 non-credit		
Expenses:	336.00	fees for CSULB
	5.58	donuts
	1.98	supplies
	113.64	lunch
	540.00	newspaper orders
	997.20	
	balance 86.80	

Circulation Increase: 4,320 Newspapers (480 pr wk for 9 wks)

GAYLE KNAPP
PRESS-TELEGRAM

1-30-87

NIE will be on an accounts receivable spread sheet to make deposits and pay bills.
Account #112-2030-00 (NIE)

When in doubt, talk to Alice Wagner. She will do an accounting of excess (deficit) Difference goes to Pearlman's promotion act.766-5410 (+) or (-)
That way each workshop can be zeroed out and costs determined.

When doing paper work, let Alice know if an amount is to be held over to the next workshop, if one check covers two workshops, or if lost checks are being traced and payment is still to come.

PROCEDURE BEFORE CLASS

1. Get P.O. number from Kay for lunch from Tony's. (2/28 is 27047)
   Need new one each workshop.
2. Supplies from Purchasing: Fill out "Material Requisition: form
   Charge acct. 766-2210 (NIE)
   Leave 2 copies: keep green one for records.
3. Type up forms 1,2,3, and 4 (see below) to fill in the blanks.

PROCEDURE AFTER CLASS

1. Deposit registration checks - Memorandum form to Cashier
   - Acct. # 112-2030-00 (NIE)
2. Request check for CSULB fees - ICF (Internal Control Form)
   - needs Gene's signature
3. Expense Report - submit for reimbursement cost of the breakfast and misc. supplies
   -attach receipts
   - acct. #112-2030-00(NIE)
   - needs Gene's signature
4. Payment transfer to Circulation for the newspaper orders
   --Memorandum form to Accounting
   - Who? A.W. & J.D.
5. If refund is necessary -ICF form
   -send to Michelle in Accounting
   -needs Gene's signature

EXAMPLE OF MEMO FOR MAILROOM

MEMO TO: Courtney Bell - Mail Room
FROM: Gayle Knapp
DATE: 11-23-87
SUBJECT: Newspapers for 12/5 workshop

PLEASE DELIVER TO 3RD FLOOR CONFERENCE ROOM ON FRIDAY, 12/4/87 AFTER 2 p.m.:

10 Thursday papers with Food Sections
10 any Sunday papers
15 Sunday Times of 30 cent. papers of any day but Monday
Please come to left in Lobby by Purchasing.

ALSO I WILL NEED 50 COPIES OF SATURDAY, Dec. 5 PAPERS IN THE LOBBY AT 7 a.m. Please put my name on them.

Thanks for your help. Gayle

GAYLE KNAPP
NIE 408-3500

(Courtney - last workshop we didn't get the Saturday papers in the lobby and - result - a letter sent over to Jim.)

Newspaper in Education
Programs for Teachers from the Press-Telegram

NIE CREDIT COURSE

ON YOUR MARK

I CONCEPT

What is your product?
Give it a name. (NIE I, NIE II etc.)
Make a general outline.

What is your goal?
Upper division credit for NIE course.
Train teachers.

II CONTENT

Who? For teachers from K-12: ESL: Adult Ed: Special Ed.

What? Hands on Workshop - 8 hours
Continental breakfast
tour
lunch
"Lab" follow up
Use newspapers in the classroom for 7 hours and write a report within three weeks.
Total: 15 hours for one hour credit.

When? Saturday
Offer 2 classes per semester.

Where? At the Press-Telegram.

Why? Instruction and practice using the newspaper will show teachers how to integrate the newspaper into their entire curriculum.

III CATALOG

Get names at the University.
Be familiar with Glossary of terms.
UES

IV CONTACT

Start at the top.
Make appointment.
Make presentation.
Ask questions!

V CLASS PROPOSAL FORM

Reviewed for subject matter, level, content, instructor qualification.
Credit/No Credit
Set fees to coincide with other classes. ($72 and $44)

Newspaper in Education
Programs for Teachers from the Press-Telegram

NIE CREDIT COURSE

GET SET

I ENROLLMENT

Arrange it through the NIE department: NOT the University.
Pay the University a set fee for processing credit. ($28)

II ACCOUNTING

Meeting with the Budget Manager of your newspaper is important!
Plan all procedures (handout)
I never process checks until after the workshop.

III SELL NEWSPAPERS

For teachers in your circulation area.
9 weeks 30 papers $33.75

The cost breakdown will be approximately as follows:

33.75	papers
6.25	food
4.00	supplies
28.00	Univ.
72.00	

NIE pays salary and tour guides (and honorariums).

IV INSTRUCTOR

NIE Coordinator (NOT paid by University)
Guest speakers - pay honorarium
University professors
NIE Consultants

V CHECK LIST

Ad for catalog
Lesson plan (detailed)
Sampler, icebreaker, namctag, scavenger hunt, handouts
Order papers for workshop and a classroom set for each teacher to take along.
Registration confirmation letter.

Newspaper in Education
Programs for Teachers from the Press-Telegram

NIE CREDIT COURSE

GO!

I MARKET AND PROMOTION

#1 source is the University catalog!
Word of mouth
NIE NEWS
In-house ads
Flyers to schools

II WORKSHOP DAY

Class participant information
Roll sheet
Overview
Handout samples
University registration
Newspaper order
Evaluation

III GRADES

Set clear standards.
Set deadline for projects to arrive to your office.
Follow University procedure for grade sheets.
Verification letters.

IV ACCOUNTING FOLLOW UP

Cashier
Circulation Acctg. transfer
University payment
Expense form

V WATCH OUT FOR:

Changes at the University - deadlines
- forms
- grades procedure
- personnel

Establish one contact person you can always call on for anything. Meet with this person - lunch if possible. This is important P-R. Do the same in the Teacher Education Department.

No-shows and late registration.
I return fees minus the cost of lunch if good cause is shown. Space available. I let teachers participate who show up the day of workshop. Have extra materials on hand.

Grade level of participants.
Ask for this on their registration. Secondary teachers are not used to cut & paste but elementary love hands-on: gear your activities to the majority of participants. Continually show how lessons can be adapted up and down in ability level.

Newspaper in Education
Programs for Teachers from the Press-Telegram

Dear NIE Workshop Enrollee:

Thank you for enrolling in our NIE I 2/27/91 NEWSPAPER IN EDUCATION WORKSHOP to be held here at the Press-Telegram. The day of the workshop, please arrive as close to 8:15 a.m. as possible. We begin promptly at 8:30 a.m. Glue, scissors, crayons, newspapers, continental breakfast and lunch will be provided. Check in with the Security Guard and he will direct you to the third floor Conference Room.

Parking is available on a first-come, first-served basis in the lot directly behind the Press-Telegram building, on the corner of Locust and 6th. You will not want to be running to feed a parking meter all day. Entrance to the Press-Telegram is at 604 Pine Avenue. Parking is also available at the Long Beach Plaza with entrance on Pine or 6th.

If you are taking the workshop for credit, you will register the morning of the workshop. You do not need to contact the University.

If you need to leave an emergency number, it is (213) 438-1161 - extension 2077 (or 714/ 537-1611, ext. 2077)

We look forward to meeting you. If you have any questions, please give us a call.
(213) 499-3300

Sincerely,

Gayle Mary

Gayle Knapp/Mary Pentilla
Newspaper in Education Coordinators

NIE II
Summer Workshop

Class Participant Information
(Please print)

Date: _____

Name _____
Last First

Home Address _____
No. Street City

_____
State Zip Area Code/Phone Number

School _____
Name District

_____
No. Street City

_____
State Zip Area Code/Phone Number

Subject Area/Grade Level _____
Subjects taught

_____
Grade Levels/ability

If not teaching _____
Major or occupation

Have you used the newspaper as a teaching tool? _____

If yes, in what ways? _____

_____

_____

_____

Newspaper in Education
Programs for Teachers from the Press-Telegram

NIE I _____
NIE II _____
NIE III _____
Date—January 17, 1992 _____

Newspaper in Education Workshop

Name, School District	Grade	Sec. Grade	Amt. Paid	Subject or Grade Level	Projects	Evaluation of Grade
Lockman, Janet Huntington Beach City School Dist.	x		72.00	6th		
Mc Fadden, Elizabeth LBUSD Mac Arthur	x		72.00	ESL 1-6		
Nimoms, Ted Bellflower	x		72.00	4th		
Niswonger, Janet L.B. Brethren		x	44.00	6th		
Robitaille, Pat Loma	x		144.00	Jr. High		
Rodriguez, Linda LAUSD		x	44.00	High School		
Slovin, Jackie LBUSD	x		72.00	ESL 1-6 Excel 4th		
Sutherland, Jan Pasadena City College	x			ESL Writing		

Newspaper in Education
Programs for Teachers from the Press-Telegram

Welcome to the Press-Telegram!
NIE I "Teaching with the Newspaper and Making a Classroom Newspaper"
CSULB ESEL 2480 ESEL 480

Here's what's in store for you today...

Start out by helping yourself to donuts and beverages, introduce yourself to Gayle or Mary; meet the folks sitting around you.

1. Introduction to the newspaper – Following Directions
   - Name tags
   - Newspaper Language
2. Across the curriculum activities – Reading – Science
   - Language Arts – Art
   - Math – Career Ed
   - Social Studies – P.E.
3. Charts of ideas from kindergarten to adult...take notes
4. Tour of the Press-Telegram
5. Lunch and CSULB registration
6. Making a classroom newspaper – Basic functions of a newspaper
   - News decisions
   - Inverted Pyramid/Hare and Tortoise
   - School newspaper jobs
   - Creating a newspaper
7. One-page newspaper
8. Scavenger hunt
9. CSULB outline – Project due date

The Newspaper in Education program is here to serve you and your needs in the classroom. Call (213) 408-3300 to order half-price newspapers (12 1/2 cents per copy) delivered to your school.

What Am I?

Cut out an inanimate object from a display ad in the newspaper. Write a list of descriptive sentences not naming the object. Present them to the class, one at a time, to see how long it takes the class to guess your identity.

Example:

1. I am bigger than a Saint Bernard.
2. I have many moving parts.
3. I am black.
4.
5.
6.
7.
8.
9.

Categories

Student Objective: To skim the newspaper for specific information

Directions: Look through the newspaper to find words in each of the categories that begin with the letters of NEWS.

Category	N	E	W	S
Places				
Names of people				
3-Syllable words				
Food				
Kind of Car				

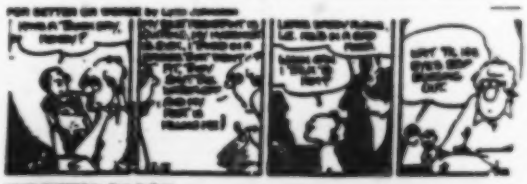
Count the completed boxes for your score.

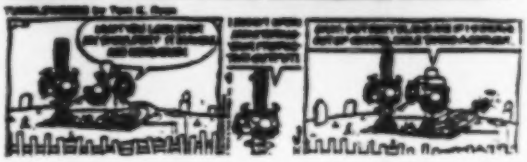
What Do You Think?

What do you think is the age of these characters? What do you think is the relationship between them?

What do you think a Don Juan is?

What do you think is the occupation of the characters below? Explain.





Secondary Scavenger Hunt

Who's News?

Find an example of each type of person listed below. Write the name (show picture if possible) of each person and the section of the paper where the name was found.

1. An elected federal official
2. An elected state official
3. An elected local official
4. An athlete
5. A movie and/ or TV star
6. A newspaper reporter
7. A newspaper columnist
8. A cartoon character
9. An editorial cartoonist
10. A business or real estate person
11. Someone in crime prevention
12. Someone in health care profession
13. Someone in the legal profession
14. Someone in the field of art or music
15. A military person
16. An educator
17. An international political figure
18. An interesting person

Newspaper in Education
Programs for Teachers from the Press-Telegram

Press-Telegram
Newspaper in Education
One-Unit Workshop
California State University, Long Beach

Format for project outline

To be handed in at the conclusion of today's workshop.

1. Purpose of the project (to use the newspaper to teach, etc.)
2. Teaching techniques (give examples)
3. Materials and equipment (newspapers, etc.)
4. Means of measuring objectives (task cards, notebook, worksheets, class newspaper, learning center, homework, oral evaluation, etc.)

Format for evaluation of in-class lab time

To be mailed to Newspaper in Education at the Press-Telegram by the deadline date on the first page. You may include copies of student work, if you wish. Original student work can be returned if you so indicate.

1. Teacher name
2. School/Grade/Subject/Grade Level
3. Number of students in class
4. Days and hours newspaper was used (keep a log to count the hours)
   Example: Monday – March 1 – 1:00-1:40 – 40 minutes
5. Revision of performance objectives if any
6. Summary of strategies used
7. Evaluation of class response and interest
8. What improvement in various skills were evident?
9. Would you do it the same or would you change, and if so, how?
10. Additional comments

Newspaper in Education
Programs for Teachers from the Press-Telegram

Newspaper in Education
One-Unit Workshop
California State University, Long Beach

Requirements for earning one unit of upper division credit

It is the responsibility of each participant to develop an outline of teaching strategies for the use of the newspaper within your own teaching area. This can be an outline for a concentrated unit during which time the newspaper is the primary text, or it may be based on the systematic use of the newspaper as a supplement.

This outline will be developed during the last hour of the workshop, after lectures, activities and lunch. This outline does not have to be detailed, and it can be revised as you begin to implement your plans, according to class needs and response.

At the conclusion of the one-day workshop, you must hand in the outline to one of the directors. You should keep a copy. You will be required to return to your classroom and use this outline, or a variation of it. You are required to spend seven hours of in-class lab time, using the newspaper with your students.

At the end of three weeks, mail an evaluation of your in-class lab time to Gayle Knapp or Mary Pezillon at the address below. The evaluation must reach the Press-Telegram by the deadline date of:
Monday 5:00 p.m. (postmark or delivered)

The format for the outline and evaluation of "lab" time is attached.

Mail evaluations to:
Newspaper in Education
Press-Telegram
3200 E. 59th Street
Long Beach, CA 90805

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3200 E. 59th Street
Long Beach, CA 90805

Newspaper in Education
Programs for Teachers from the Press-Telegram

Workshop date December 2, 1987

Thank you for attending today's Newspaper in Education Workshop. We would appreciate your feedback.

1. What were the highlights? Teamwork Project activity Working with Exhibit and ideas
2. What suggestions do you have to improve the workshop? The day is crowded, but I would be helpless to suggest what to leave out. I had a good time. Continued on back
3. Please rate the workshop on a basis of 1 to 10, with 10 being best.
4. Any extra comments? Will use and will present to [illegible] and discuss ideas with [illegible]
5. If you are willing to give us permission to use your name and a quote about the workshop, would you please sign below.

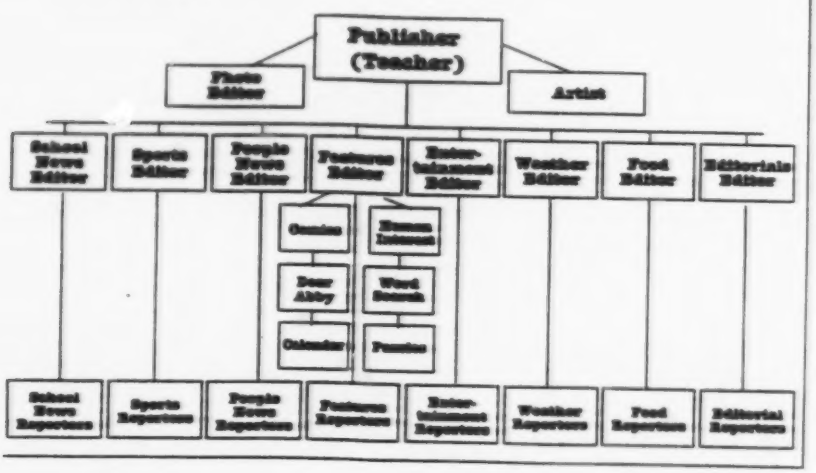
What Will I Wear?

City & Temp.	Picture
Long Beach H _____ - L _____	
Honolulu H _____ - L _____	
Moscow H _____ - L _____	

Newspaper in Education

Programs for Teachers from UnaPress-Telegram

School Newspaper Jobs



SUE CASEBEER
GREELEY TRIBUNE
COLORADO

EDRD 308/508: Newspaper in Education

Thursday, 5 - 9 pm
Friday, 8:30 - 4:30

COURSE OBJECTIVES:

1. To demonstrate how the newspaper can be used as an effective teaching tool.
2. To demonstrate how the newspaper can be used effectively across the curriculum
3. To explain the appeal of the newspaper in the K-12 classroom and how teachers can build upon this appeal
4. To expose participants to successful Newspaper in Education (NIE) programs
5. To give participants guidelines and suggestions for beginning and implementing NIE programs in their classrooms and/or buildings
6. To examine the role of administrators in NIE programs
7. To demonstrate how NIE can reach the family and enhance literacy in the family and community
8. To demonstrate how NIE programs can be adapted to meet the needs of workshop participants in their teaching situations
9. To present curriculum materials that enhance NIE programs and to begin to develop additional individualized materials

OUTLINE OF COURSE CONTENT:

1. An overview of NIE's history and organization
2. The appeal of the newspaper for students K-12
3. How the newspaper "works" across the curriculum
4. Strategies and suggestions for teaching with the newspaper
5. Coordinating the newspaper with other classroom materials/textbooks
6. Newspapers and individual differences
7. Newspapers and cultural awareness
8. Newspaper and critical thinking
9. Involving parents in NIE programs
10. Successful NIE programs
11. Logistics: how to begin and where to go from there
12. Administrative support and involvement
13. Newspaper reading habits in our community/society
14. How newspapers operate/publish
15. Available supplementary resources
16. Development of individualized curriculum resources

PROPOSED TEXTS/BIBLIOGRAPHY:

Curriculum materials and newspapers provided by GREELEY TRIBUNE
Packet of relevant articles from professional educational journals

METHOD OF EVALUATION:

S/U grade

COURSE REQUIREMENTS:

Attendance and poistive participation
Completion of mini-unit (EDRD 308)
Completion unit with integration plans for curricular use (EDRD 308)
Written critique of NIE concept (EDRD 508)

Dr. June Rose Richie
Memphis State University
Memphis, Tennessee

NIE CREDIT WORKSHOPS

1. Work with a local college or university
   - A. Lends academic credibility to the NIE program
   - B. Teachers want college credit for workshops
   - C. Gives the institution favorable publicity
2. Some considerations in planning credit workshops
   - A. How much credit will you award?
   - B. What kind of grade will you give? Academic or S/U?
   - C. What length should the workshop be?
   - D. Should you have a pre-registration?
   - E. Who will do the instructing?
   - F. What are the requirements of the ourse?
   - G. What does the format for the course look like?
3. Publicizing the workshop
4. The one-day NIE workshop

CIED 7704/8704 - Workshop: Newspaper in the Classroom

Purpose: This course is designed to enable teachers to utilize the newspaper as a teaching resource and as an instructional tool. Experiences provided lead toward implementation of the newspaper in various grade levels and subject areas. Curriculum materials and teaching strategies relating to the newspaper will be employed.

COURSE OBJECTIVES:

1. You will be able to develop a rationale for using the newspaper as a teaching resource and as an instructional tool.

2. After studying KNOWING YOUR NEWSPAPER, a tabloid published by THE COMMERCIAL APPEAL, and experiencing orientation activities, you will be able to provide students with information about the terminology and content of a newspaper.

3. After viewing a film, after hearing various newspaper people speak, and after touring the Memphis Publishing Company plant, you will be able to describe how a newspaper is assembled and published.

4. After viewing transparencies, after hearing consultants, and by utilizing curriculum materials, you will be able to design lessons to be implemented in your particular grade or subject.

5. After examining materials made by students and teachers to be used with the newspaper, you will be able to develop strategies and materials to be used to individualize instruction for every student and especially for the handicapped and multiculture students.

6. After viewing visual materials brought by consultants and those shown in films and filmstrips, you will be able to design materials such as posters, games, interest centers, etc. to be utilized in the NIE program.

7. After you have developed an NIE file, participated in class discussion, and heard NIE consultants, you will be able to serve as a resource person to other teachers interested in using the newspaper.

COURSE REQUIREMENTS:

1. Develop visual materials to be used with the newspaper.

   a. Develop one (1) bulletin board package.
   b. Develop one (1) game.
   c. Develop one (1) news kit which should contain all notes, handouts, pictures, and clippings to be used with the newspaper. (For teacher's use).
   d. Develop as many as possible posters, folders, materials of all kinds to be used with the newspaper - visuals that you can use in YOUR situation.

2. Using your own ideas, ideas from the NIE curriculum materials, and ideas from visiting consultants, design five (5) lessons which you can utilize in your own situation. These lessons should be on the following topics:

   Orientation — Advertising — Lesson of your choice

   English/Language Arts — Comics/Cartoons

Each lesson should follow TIM. Type lessons if possible.

3. Each student will be given an opportunity to teach at least one of the lessons he/she has designed. This should be a demonstration lesson, i.e., you should teach the lesson to us as you would teach it to your students. Let me know what machines you will need to teach your lesson.

4. For those taking course at 8704 level only:

   Utilizing any available resources, read and critique 5 articles, books, pamphlets, etc. that will be helpful to a teacher using NIE. These critiques should contain the following information:

   A complete reference (Use a reputable stylistic guide)

   A brief summary of the article

   A brief reaction or evaluation of what you read

   Limit to 2 typed, double-spaced pages

TO EACH CLASS BRING SCISSORS, GLUE, CRAYONS - EVERYTHING YOU NEED TO DEVELOP MATERIALS. WE WILL HAVE SOME WORKTIME DURING THE DAY. YOU ARE EXPECTED TO ATTEND CLASS REGULARLY AND TO BE PROMPT!

ON EVALUATION:

This course carries an academic grade. The following will be used as criteria for evaluating your work:

Promptness (was work turned in on schedule?)

Attractiveness and neatness of work

Effective usage of language

Teaching effectiveness (was concept or skill clear?)

Appropriateness to grade/ability level

Creativity

Format

The following grading scale will be used:

A	95-100
B	86-94
C	76-85
D	70-75
F	Below 70

Tentative Schedule for CIED 7704/8704 - Workshop: NIE June 1-June 19 Jackson Center

June 1	June 2	June 3	June 4	June 5
Introduction to Course Orientation Activities	Orientation Activities	Orientation Activities Critique Due	"Teaching with Advertisements" Becky Haynes, NIE Consultant, THE COMMERCIAL APPEAL Orientation Lesson Due	June Rose Richie Curriculum & Instruction Memphis State Uni Ed. 416-C (901) 454-3433 NO CLASS MEETING
June 8	June 9	June 10	June 11	June 12
Use the Newspaper to Enhance the Teaching of Early Childhood and Primary Children" ilma Blaylock, IE Consultant, emphis City Schools ritique Due	"Put Fun into the Teaching of Basic Skills by Using Comics and Cartoons" J.R. Richie Advertising Lesson Due	"Use the Newspaper to Teach Language Arts in the Middle Grades" Sue Reynolds, Alexander Elementary School, Jackson Critique Due	"Developing Instructional Materials with the Newspaper" Peggy Reynolds Resource Teacher, Memphis City Schools Comics/Cartoons Lesson Due	"Use the ... to Teach English Language Arts" George Norvell Haywood County High School, Brownsville Critique Due
ıne 15	June 16	June 17	June 18	June 19
Play the Stockmarket Game!" well Reid liver High School nglish/L.A. Lesson ue	"The Newspaper and Values Clarification" J.R. Richie Games are Due Critique Due	Work on Materials Laminate Lesson of Choice Due	EXAM Display Materials	Tour of Memphis Publishing Co.. 495 Union Avenue Meet there at 10:00

UNIVERSITY OF COLORADO

Course Number ~~EL ED 580~~

Date March 20, ~~1979~~

New Course _____

Revised Course SECE 580 to crosslist

COURSE OUTLINE

This form is to be completed for each proposed new or revised course, whether graduate or undergraduate. The phrase "new or revised course" applies to the following — a course not listed in the current University catalog and/or an existing course for which the number of credit hours and or the number of class or laboratory contact hours is being changed, or a major revision is being made, or a change in catalog description is being made.

1. College or School Education 2. Department El. Ed./ SECE

3. Title of Course Workshop on Newspapers in the Curriculum

4. Catalog Description of Course Designed to stimulate the purposeful use of newspapers to enrich the instructional program in all of the content areas of the curricula. There will be an indepth study of selection, development, and presentation of newspaper material along with implications for methods and techniques of their use.

_____ Prerequisites _____ Probable Instructor(s) N. J. Livo

5. To be offered: Sem. I _____ Sem. II _____ Summer Only X Alternate Years _____

6. Credit 3 Clock Hours 45 Expected Enrollment I _____ II _____ S 50

7. Curricular Purposes of Course (Please answer all questions.)
   a. Required in _____ curriculum (or major)
   b. Elective for departmental major or specialization: ---------- Yes X No ____
   c. Elective contributing to a general (liberal) education: ---------- Yes X No ____
   d. Designed as an elective for student in _____ curriculum, department, etc.

8. General Educational P..rposes of Course (Please answer all questions.)
   a. General education ---------- Yes X No ____
   b. Departmental specialization ---------- Yes X No ____
   c. Opportunity for student research ---------- Yes X No ____
   d. Professional or preprofessional training ---------- Yes X No ____
   e. Could the educational purposes of this course be achieved by the modification of another course now being given? Yes X No _____. If yes, please explain _____

(We are creating SECE 580 to enable us to crosslist)

Sequence of action

a. Request prepared by _____ (Instructor(s)) Date 5/3/79

b. Approved by Department _____ (Head of Department) Date _____

c. Approved by appropriate College Committee _____ (Responsible Officer) Date _____

d. Approved by Dean of College _____ Date _____

e. Approved by Graduate School* _____ (Dean of the Graduate School) Date _____

* *Required only if a graduate level course.*

9. **Relation to Other Courses** (Please answer all questions.)

a. Prerequisite(s), if any, None
Name course(s)

b. This course is to be a formal prerequisite for None
Name course(s)

c. An introductory survey of the field of knowledge represented by your department ..... Yes____ No X

d. An introductory survey of a special area of knowledge within the total field represented by your department ..... Yes X No____

e. A further development of:
(i) A course described under "c" ..... Yes____ No X

(ii) A course described under "d" ..... Yes X No____

f. An application to the departmental field of an area of knowledge represented by some other department

Name department and course(s)

g. A summarizing and/or integrating course ..... Yes X No____

h. In your judgment, does this course overlap to any considerable extent with any other course, either in your department or in another department? ..... Yes____ No X

If so, please name the common topics and the courses.

Topics	*Courses*
1.	1.
2.	2.
3.	3.
4.	4.

Please indicate the reasons why overlapping is justified

i. If there is substantial overlapping with another course, has this been discussed with the key representative of that department? ..... Yes____ No____

j. If the course is a revision of an existing course

(i) Have the changes which are based on a prerequisite course been discussed with the appropriate individuals? ..... Yes____ No____

With whom? _____

(ii) Have the changes been discussed with appropriate individuals involved with courses that use this course as a prerequisite? ..... Yes____ No____

With whom? _____

10. What are the reasons why this course should be offered at the present time and how does it fit in the development of the educational program of your department? This course will provide examples of material development as well as providing an educational opportunity for teachers to enlarge their view of curriculum with an increase of their awareness of the scope and sequence possibilities in the various areas of the curricula. Another aspect will be the integration of teaching subject matter.

11. If this course is intended to replace an existing course or courses, please specify.

No

12. Topical Outline of Course (Give under major and minor headings the principal topics covered in this course together with the approximate number of class hours to be devoted to each topic. *Please be specific and inclusive* and avoid technical terms where possible.) Note: If this proposed course is a reorganization of, or an important change in, an existing course, prepare the outline so as to show the exact nature of the change or reorganization. (Insert extra page if needed)

Demonstration of learning centers in use throughout the country for various areas and levels of the curricula--3 hrs.
Demonstration and development of the use of newspaper material in a mathematics program--3 hrs.
Demonstration and development of the use of the newspaper in the science program--3 hrs.
Demonstration and development of the use of the newspaper in enriching the social studies program--3 hrs.
Demonstration and development of newspaper material and ideas to enrich the reading and language arts programs--6 hrs.
Demonstration and development of material from the newspaper to teach bilingual and bicultural concepts--3 hrs.
Demonstration and development of materials to enrich the literature curriculum--3 hrs.
Investigate the values and uses of cartoons in the curriculum--3 hrs.
Investigate the interdisciplinary possibilities in using the newspaper as instructional material--3 hrs.
Application of newspaper material in art activities and open education--3 hrs.
Application of ideas from the newspaper to enrich special education activities--3 hrs.
Tour the newspaper facilities and engage in a discussion with a panel of newspaper editors, writers and officers--3 hrs.
Developing materials and resources for personal classroom use--6 hrs.

13. Basic Text for Proposed Course Newspapers and Newspaper Manual
(Give author and title)

14. Special Syllabi _____
(Give author and title)

15. Required Readings (Indicate appropriate journals or texts) see attached sheet

16. Classroom, laboratory or other needed space (specify full needs) space

17. Impact of this course on departmental staffing needs (Additional faculty, graduate assistants, secretarial and clerical help. Please specify.)

None

18. Impact of this course on library facilities (Are current holdings adequate for this course? New books or periodicals needed? Please specify.)

None

Remarks: Add any explanations or additional information that you believe would be helpful in the appraisal of this course.

The final projects and productions from the workshop will be shared and recorded in a variety of ways including presentations at professional conferences and local inservice activities. As in the past, I expect substantive projects and material development.

19. Indicate estimated amount of computer time needed for this course. (If this line is not completed, it will be assumed that no computer time is needed.)

None

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Using the Newspaper in the Classroom

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"Use the News", Gladys Bartholomew, Teacher, May, 1973, pp. 57-8.

"Yes--Kindergartners Can Learn from a Newspaper Unit", Tosca Albera, Grade Teacher, March, 1967, pp. 30.

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10th Annual
Rocky Mountain News Newspaper in Education Convention
July 18th and 19th, 1988

EL/SEC ED 5800-1 (Section 051) University of Colorado — Denver
This is graduate credit which will be accepted for recertification.

Instructor: Dr. Norma J. Livo
School of Education
University of Colorado — Denver
1200 Larimer Street
Campus Box 106
Denver, Colorado 80204-5300
(303) 556-2822

Requirements: Complete a concise personal reaction for each session you attend (including keynote speeches).

Questions frequently asked:

Q. How long should the paper be?
A. As long as it takes to get your point across.

Q. What should I write?
A. Do not write a summary. I will be familiar with the content of the sessions. I am looking for your personal reaction to each speaker — did you learn something new? Disagree? Get an idea to develop? etc.

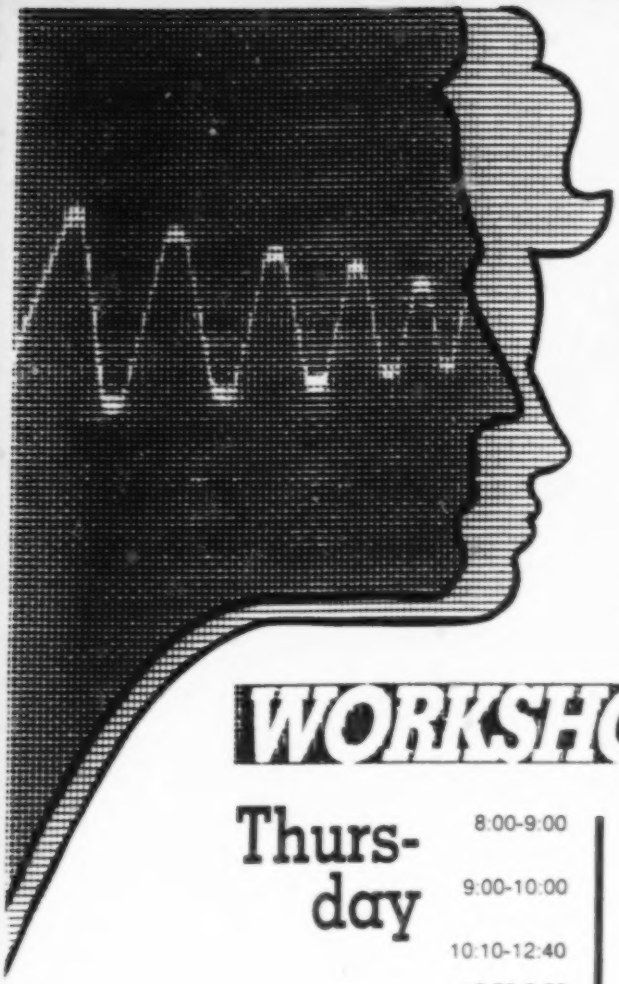
Q. When will grades be available?
A. Transcripts will not be available before October.

Q. How do I get my grade?
A. Contact the SCHOOL OF CONTINUING EDUCATION for the procedure. The telephone number is (303) 556-2735.

Send your reaction paper to Dr. Norma J. Livo (address above) by July 31, 1988. Papers turned in later than July 31 will receive an in-progress grade. You will have one year to submit the papers and get a change of grade.

PAPERS WILL NOT BE RETURNED so please make and keep a copy if you want one for your files. If you need additional information you may contact:

School of Continuing Education
University of Colorado — Denver
1200 Larimer Street
Campus Box 164
Denver, Colorado 80204-5300
(303) 556-2735



THE DENVER POST

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Course Number El. Ed./Sec. Ed. 5800 Section 050
One Semester Hour Credit

Jill Scott, Educational Coordinator
Jill Armstrong, Educational Consultant

WORKSHOP SCHEDULE

Thursday	8:00-9:00	Continental Breakfast, compliments of KMGH TV —Assembly Area
	9:00-10:00	Welcoming remarks, introductory slide show —Bergen Park
	10:10-12:40	Choose sessions from listings on page 3
	12:50-2:50	Luncheon—City Lights 1:40-2:30 Keynote Address—Jim Carrier, Rocky Mountain Ranger
	3:00-4:10	Choose sessions
	4:20-4:40	UCD Credit Requirements—Dr. Norma Livo —Bergen Park
Friday	8:30-9:00	Coffee & Tea—Assembly Area
	9:00-12:20	Choose sessions
	12:30-2:30	Luncheon—Bergen Park 1:50-2:30 Keynote Address—Dave Golden, The Toronto Star
	2:40-3:50	Choose sessions
	4:00	Turn evaluations in for Door Prizes —Bergen Park

KEYNOTE SPEAKERS

Jim Carrier,

The Denver Post's Rocky Mountain Ranger, has 22 years experience as a journalist. With The Post since 1984, his work in the West has won numerous awards for news and commentary. Two special projects for The Post, "Letters from Yellowstone" and "Journey Down The Colorado" (Fall, 1988) were re-published as books. A New York native, Carrier taught journalism at Black Hills State College in South Dakota and began a media program at Oglala Lakota College on the Pine Ridge Indian Reservation in South Dakota. He has conducted numerous seminars on writing and editing.

His presentation, "A Letter From Yellowstone," is a visual/oral distillation of the book (available for sale.)

Dave Golden

has been educational coordinator for the Toronto Star for 13 years. Before that, he was an elementary school teacher and principal, sometimes in outpost Canada.

Golden is author of the Summer and Winter Olympics school programs that have been used in Canada and nationwide. Called "the professor" by his colleagues — and "the professor without tenure" by his boss, Golden also visits Canadian elementary schools frequently to keep in touch with the kids.

His keynote address, "Franchising All Students," deals with how kids today don't have to fall through the cracks of our educational system. They can all be provided for — the ones Golden calls the "invited," the "disinvited," and the "uninvited."

THURSDAY SESSIONS

	Golden	Morrison	Lookout Mtn.	Green Mtn.	Mt. Vernon
10:10-11:20	**Jill Scott/ Jill Armstrong** Novice Session (K-12)	**Dave Debus** Special Kids/ Special Needs — G.T. (K-6)	**Denver Post Photographers** Photography Seminar— Part I (K-12)	**Sue O'Brien** How We Decide What's News (K-12)	**Marsha Slater** Geography in The News (5-12)
11:30-12:40	**Angie Rinaldo** Teaching Election '88 (5-12)	**Kathy Reed/ Brad Schultz** Special Kids/ Special Needs— Affective Ed. (K-6)	**Margaret Wachtler** Dabbling with Dr. Dabble (K-6)	**Laura Gilmour** Dressing is a Class Act (K-12)	**Don Davidson** Making Research Papers Fun (7-12)
3:00-4:10	**Mary Patee** Life Skills/ Dropout Prevention (5-12)	**Gary Holder, Nancy Mentzer, Cherryl Sage** Panel Discussion: "What? No Text Book!" (K-12)	**Chuck Green** Editorials and Politics (K-12)	**Norma Livo** Newspapers and Storytelling (K-12)	**Judy Gilbert** Reading + Writing + Thinking = Learning (K-6)

FRIDAY SESSIONS

	Union Sq. Theater	Morrison	Lookout Mtn.	Green Mtn.	Mt. Vernon
9:00-11:00	**Sally Stich** From Students as Writers to Writers as Students (6-12)	**Lola Todd** PRIMARILY— THE POST (K-3)	**Angie Rinaldo** Teaching Election '88 (5-12)	**Jill Armstrong/ Sam Towers** Stock Market Game (5-12)	**Kathy Reed/ Brad Schultz** Special Kids/ Special Needs— Affective Ed. (K-6)
11:10-12:20	**Laura Gilmour** Dressing is a Class Act (K-12)	**Jill Armstrong** Math Mania (K-8)	**Denver Post Photographers** Photography Seminar— Part II (K-12)	**Gaby Delgado** Creating a Classroom Newspaper (3-8)	**Judy Gilbert** Reading + Writing + Thinking = Learning (7-12)
2:40-3:50	**Patti Cook** AIDS Awareness (K-12)	**Jill Scott** Getting Into Trouble (K-12)	**Norma Livo** Newspapers and Storytelling (K-12)	**Dave Golden** The Summer Games (3-8)	**Shirley Ettinger** Overcoming Math Anxiety (4-8)

GENERAL INFORMATION

- ☐ Teachers may take the workshop for one hour of graduate credit through UCD. Participants must be pre-registered with UCD or register at the UCD booth in the foyer before the first session begins. Those taking the workshop for credit must attend Dr. Livo's session at 4:00 p.m. on Thursday in the ballroom (Bergen Park.)
- ☐ The door prize drawing will be held in the ballroom at 4:00 p.m., Friday. Two tickets are attached to the evaluation form. Turn the evaluation form and one ticket in at the exhibit booth after the luncheon on Friday. Keep one ticket.
  You must be present to win.
- ☐ An order form for the 200 newspapers that are part of the workshop materials is included in the packet. It may be filled out and deposited at the exhibit booth or mailed to The Denver Post.
- ☐ The exhibit booth in front of the ballroom has samples of all The Denver Post curriculum materials. Please stop by and take a look.
- ☐ Any additional questions? The staff at the exhibit booth will be happy to answer them.

Thanks To The Following Corporate Sponsors For Providing Door Prizes:

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Super Summer SEMINAR

"NEWSPAPERS . . . UNIVERSAL CURRICULUM MATERIALS"

For teachers K - 12

Thursday, July 14
Friday, July 15
Ramada Inn, I-35 and 87th St.
Overland Park, KS

Sponsored by
THE KANSAS CITY STAR CO.
Newspapers in Education

*Looking for career ladder or outside training credits? Here are eight personal-involvement hours that will be both rewarding and fun!

*Educators: choose from a wealth of workshops that present relevant, realistic teaching ideas and approaches you can put into immediate use in your classroom. Learn how newspapers can stimulate and motivate students in gaining skills and applying knowledge in a wide range of disciplines. Carry away new insights and useful materials, as well as an order for classroom newspaper sets for the coming school year (at no additional cost to you).

*You may also choose one of three university courses for credit: —Baker University in Kansas City, —Kansas University, —University of Missouri at Kansas City. Each includes this seminar in the course requirements. Enrollment forms and course information are provided.

You'll find workshop presenters who are bright, innovative and experienced professionals . . . colleagues with whom you can relate.

Enjoy an entertaining slice-of-school-life luncheon address on Thursday by David Keith of Tarleton University, Stephenville, Texas. Morning coffee and rolls and workshop-break refreshments are all a part of this exciting event.

This seminar is limited to 200 reservations. . . . Register before May 15 for your "early-bird" money-saving discount!

NIE/Educational Services
The K.C. Star Co.
1729 Grand Ave.
K.C., MO 64108
(816) 234-4743

"NEWSPAPERS . . . UNIVERSAL CURRICULUM MATERIALS"
1988 SUMMER NIE SEMINAR
SPONSORED BY THE KANSAS CITY STAR CO.

Dates/Times/Place: Thursday, July 14—8:30 to 4:00
Friday, July 15—9:00-4:00
Ramada Inn, I-35 and 87th St.
Overland Park, KS

Cost for workshop-only participants (which covers workshops, refreshments, lunch on Thursday, materials, newspapers order)

$45.00 (Registration due prior to May 15)
$55.00 (Registration after May 15)

***Cost for graduate-credit course participants** (the seminar fee is in addition to regular university course charge)

$20.00 (Enrollment prior to May 15)
$25.00 (Enrollment after May 15)

12 two-hour workshops are offered Thursday and repeated Friday. This allows educators a total of four workshop choices.

Agenda

Thursday	8:30- 9:15—	Registration (coffee, donuts, newspapers)
	9:15- 9:45—	Welcome, Joe McGuff, Managing Editor Q. & A.—Star/Times Editorial Staff—
	10:00-12:00—	Workshops
	12:00- 1:30—	Lunch, Speaker—David Keith, Tarleton State University, Stephenville, Texas
	1:45- 3:45—	Workshops
Friday	9:00-11:00—	Workshops
	11:00-12:30—	Lunch (on your own)
	12:45- 2:45—	Workshops
	2:45- 3:30—	Final General Session
	3:30- 4:00—	Q. & A., Individual questions, Wrap-up

University Credit Course Participants: Each university incorporating this seminar in the course structure has meeting dates scheduled in addition to the seminar. See enrollment information on appropriate course.

Don't forget the "early-bird" registration discount . . . for more information about this seminar, contact Joan Henges, manager, or Dolores Kuykendall, NIE secretary, The Kansas City Star Co. NIE/Educational Services, 1729 Grand Avenue, Kansas City, MO 64108. Telephone (816) 234-4742 or 234-4743.

WORKSHOPS SCHEDULES

Note your first (1) and second (2) workshop choice plus an alternate (A) choice for each morning and afternoon time segments. Workshops will be filled on a first-come basis . . . your packet at the seminar will have your final workshop assignments. Remember, Thursday workshops are repeated on Friday.

THURSDAY, 10:00 A.M. - 12:00 P.M.

_____COMICS IN THE CLASSROOM
-Dr. John Guenther, Ann West
All grade levels

_____CRITICAL THINKING SKILLS
-Rosemary Lumsden
Middle/Jr/Sr levels

_____GEOGRAPHY IN THE NEWS
-Judy Booth
Elem/Middle/Jr levels

_____G&T/ENRICHMENT
-Gloria Stansbarger, Fred Bozarth
Elem/Middle levels

_____NEWSPAPERS IN THE PRIMARY CLASSROOM
-Nancy Ward
Primary levels

_____THE THREE "R"S: IT'S ELEMENTARY
-Ann Rizzi
Elem/Middle/jr levels

THURSDAY, 1:45 P.M.-3:45 P.M.

_____READING AND WRITING DEVELOPMENT WITH THE NEWSPAPER
-Wanda Battle
Primary/Elem levels

_____CONSUMER AND CAREER EDUCATION
-Tom Ressler
Middle/Jr/Sr levels

_____ECONOMY AND THE STOCK MARKET GAME
-Rick Wrisinger
Middle/Jr/Sr levels

_____NEWSPAPERS AND UNIFIED STUDIES
-Oline Stigers
Elem/Middle/Jr levels

_____SOCIAL STUDIES: GOVERNMENT & ELECTIONS
-Janet Jensen
Middle/Jr/Sr levels

_____SPECIAL STUDENTS: REMEDIATION
-Pat Paul
Primary/Elem levels

FRIDAY, 9:00 A.M.-11:00 A.M.

_____COMICS IN THE CLASSROOM
-Dr. John Guenther, Ann West
All grade levels

_____CONSUMER AND CAREER EDUCATION
-Tom Ressler
Middle/Jr/Sr levels

_____CRITICAL THINKING SKILLS
-Rosemary Lumsden
Middle/Jr/Sr levels

_____ECONOMY AND THE STOCK MARKET GAME
-Rick Wrisinger
Middle/Jr/Sr levels

_____SOCIAL STUDIES: GOVERNMENT & ELECTIONS
-Janet Jensen
Middle/Jr/Sr levels

FRIDAY, 12:45 P.M.-2:45 P.M.

_____READING AND WRITING DEVELOPMENT WITH THE NEWSPAPER
-Wanda Battle
Primary/Elem levels

_____GEOGRAPHY IN THE NEWS
-Judy Booth
Elem/Middle/Jr levels

_____G&T ENRICHMENT
-Gloria Stansbarger, Fred Bozarth
Elem/Middle levels

_____NEWSPAPERS IN THE PRIMARY CLASSROOM
-Nancy Ward
Primary levels

_____SPECIAL STUDENTS: REMEDIATION
-Pat Paul
Primary/Elem levels

_____THE THREE "R"S: IT'S ELEMENTARY
-Ann Rizzi
Elem/Middle/Jr levels

Check Your Three Choices — 1st, 2nd & alternate — For Thursday and Friday Morning and Afternoon.
Complete this form and mail to: The Kansas City Star Co., NIE, 1729 Grand Ave., Kansas City, MO 64108.

Please check appropriate box:
☐ Attending seminar only ☐ Attending seminar through _____ (graduate course title)

FEE: Early bird - $45. After May, 15 - $55

FEE: Early bird - $20. After May, 15 - $25.

Enclosed is check/purchase order for $ _____.
(circle one)

_____ _____
(name) (address)

_____ _____
(city, ST, zip) (daytime phone)

_____
(school/teaching area or occupation/company)

Baker University in Kansas City
Master of Liberal Arts Program

HISTORICAL RESEARCH: CREATING THE SUPPLEMENTAL TEACHING UNIT

Course # SS6452 3 Credit Hours

Teachers: provide stimulating and motivating learning options for your students by creating a teaching unit from a variety of historical records. Archivists from the National Archives, Kansas City and the Kansas State Historical Society will guide your research; guest lecturers from libraries and museums will augment field experience. Select four out of twelve workshop choices from the Kansas City Star Company's two day "Newspapers . . . Universal Curriculum Materials" seminar to gain useful ideas, methods and materials for integrating newspaper into lesson plans. (Course participants enrolled prior to May 15 pay a reduced materials fee to the Kansas City Star Co. / NIE for the seminar. After May 15, $25.)

Instructors (assisted by others from their organizations):
Diana Duff, Archivist, National Archives-Kansas City; Robert L. Knecht, Ass't. Curator of Manuscripts, Kansas State Historical Society Research Center; Joan Henges, Newspapers in Education Manager, The Kansas City Star Co.

Meeting dates: July 11, 12, 13, 14, 15, 18, 19, 20; 9:00-4:00.
Guided individual research: July 21-August 18.
Final class meeting, presentation of units: August 19.

Course SS6452. Cost (@ $125 per credit hour) $375.00 . . . plus $20 seminar materials fee. Enroll by May 6, 1988, to avoid late university charges. Postmark on this enrollment coupon will verify date of request to enroll. For additional information, call Baker College in Kansas City, (913) 491-4432.

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please print enrollment information clearly.

Yes, I wish to enroll in "Historical Research: Creating the Supplemental Teaching Unit", course SS6452.

6?

(name)

(address)

(city, state, zip)

(school/organization where I teach) (daytime phone)

The University of Kansas
Graduate or Undergraduate Credit

THE NEWSPAPER IN THE CLASSROOM

C & I 701 One credit hour

Teachers, gain an overview of use of newspapers in the classroom: goals and objectives, general uses, specific activities and strategies, classroom management. Students participate in individual and small group activities, examine for their use an extensive collection of teaching material and develop a project for use in their own classroom. The class emphasizes "hands on" and "ready to use" activities. Numerous handouts will be distributed. The class is useful for teachers at all grade levels and subject areas. The two-day seminar, "Newspapers, Universal Curriculum Materials" is incorporated in this course. Course participants pay a reduced materials fee of $20 to The Kansas City Star Co. (enrolled prior to May 15; after May 15, fee is $25). You may enroll in this course through July 13 (first meeting date).

Instructors are Dr. John Guenther, Professor, Kansas University, and Ann West, NIE Consultant (and former NIE Manager). The entire course is held at the seminar site, the Ramada Inn, 87th and I-35, Overland Park, KS. Class is limited to 50. Meeting dates/times: July 13, 9:00-5:00; July 14, 8:30-4:00; July 15, 9:00-4:00; July 16, 9:00-12:00.

Course cost: $62.00 (payable to the University of Kansas, due at the first course meeting) . . . plus seminar materials fee (payable to The Kansas City Star Co). Send in coupon below by May 15 to assure your place in the course and to avoid late seminar registration charge. Postmark on this enrollment coupon will verify date of enrollment request. Actual enrollment will take place during the first class meeting. If you have any questions, call NIE/Educational Services, (816) 234-4742.

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please print enrollment information clearly.

Yes, I wish to enroll in "The Newspaper in the Classroom", course C & I 701.

(name)

(address)

(city, state, zip)

(school/organization where I teach) (daytime phone)

University of Missouri, Kansas City
Graduate or undergraduate credit

READING AND WRITING DEVELOPMENT WITH NEWSPAPERS

Course 498 WR One credit hour

Teachers, development of reading and writing skills comes naturally with newspapers! From early "readiness" stages through higher-level critical thinking processes, integrating newspapers in lessons provides stimulating and motivating learning options for students. This course provides the educator realistic and relevant methods, ideas and approaches to using newspapers in the classroom, both in individual and group planning. The seminar "Newspapers, Universal Curriculum Materials" is a part of this course; participants attend at a reduced materials fee of $20 (enrolled prior to May 15; after May 15, fee is $25). You may enroll in this course through July 13 (first meeting date).

Instructors are Wanda Battle, Reading Coordinator, assisted by Janet Stephenson, Language Arts Coordinator. Both teach at Burke Elementary School.
The entire course is held at the seminar site, Ramada Inn, 87th and I-35, Overland Park, KS. Class is limited to 40. Meeting dates: July 13, 9:00-4:00; July 14, 8:30-4:00; July 15, 9:00-5:00.

Course cost: $70.50 (post-graduate) $58.20 (undergraduate) (payable to U.M.K.C.) plus $20 seminar materials fee (payable to The Kansas City Star Co.). Enroll by May 15 to assure your place and to avoid seminar late registration fee. Postmark on this enrollment coupon will verify date of enrollment request. For additional information, call Susan Murphy, U.M.K.C. Division of Continuing Education, (816) 276-1188. You may call to enroll or use enrollment request form provided here.

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please print enrollment information clearly.

Yes, I wish to enroll in "Reading and Writing Development With Newspapers", Course 498 WR.

6?

(name)

(address)

(city, state, zip)

(school/organization where I teach) (daytime phone)